

FORMATIVE ASSESSMENT PRACTICES AND PERCEPTIONS OF ENGLISH
LANGUAGE PREPARATORY SCHOOL INSTRUCTORS AT TERTIARY
LEVEL

DAMLA SENA ERCAZİP

A THESIS SUBMITTED
FOR
THE DEGREE OF MASTER OF ARTS
IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE

İHSAN DOĞRAMACI BILKENT UNIVERSITY
ANKARA

JANUARY 2024



To my family

Formative Assessment Practices and Perceptions of English Language Preparatory
School Instructors at Tertiary Level

The Graduate School of Education
of
İhsan Doğramacı Bilkent University

by

Damla Sena Ercazip

In Partial Fulfilment of the Requirements for the Degree of

Master of Arts

in

Teaching English as a Foreign Language

The Department of English Language Teaching

Ankara

JANUARY 2024

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GRADUATE SCHOOL OF EDUCATION

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School Instructors at Tertiary Level

Damla Sena Ercazip

January 2024

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Tijen Akşit (Advisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Prof. Dr. Perihan Savaş, Middle East Technical University (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Prof. Dr. Ülker Vancı-Osam, Eastern Mediterranean University (Examining Committee Member)

Approval of the Graduate School of Education

Prof. Dr. Orhan Arıkan (Director)

ABSTRACT**FORMATIVE ASSESSMENT PRACTICES AND PERCEPTIONS OF ENGLISH
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Damla Sena Ercazip

MA in Teaching English as a Foreign Language

Advisor: Asst. Prof. Dr. Tijen Akşit

January 2024

This mixed-method explanatory case study investigated the formative assessment practices and perceptions of in-service English language preparatory school instructors in relation to student monitoring and student scaffolding at the tertiary level. The study also explored how these practices vary depending on instructors' years of experience, degree, and additional assessment training. To this end, 30 in-service instructors completed a questionnaire to obtain the quantitative data in this study. The follow-up semi-structured interviews provided the qualitative data with eight voluntary instructors. The results of the study showed that formative assessment practices are being implemented by English language instructors mainly to monitor student progress, help students internalize the learning process, and encourage student involvement with the help of feedback while creating an interactive classroom culture by using various approaches and methods in teaching. It was also found that instructors' years of experience, degree, and assessment practices did not create any significant difference in monitoring students; however, in terms of scaffolding, instructors without additional assessment training chose to implement scaffolding practices more than instructors who have training.

Keywords: Assessment, formative assessment, English language teaching

ÖZET

Yükseköğretimde İngilizce Hazırlık Sınıfında Çalışan Öğretim Görevlilerinin

Biçimlendirici Değerlendirme Uygulamaları ve Algıları

Damla Sena Ercazip

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

Tez Danışmanı: Dr. Öğr.Üyesi Tijen Akşit

Ocak 2024

Bu karma yöntemli çalışma, yükseköğretim kurumlarında özel bir üniversite bünyesinde İngilizce hazırlık biriminde çalışan 30 İngilizce öğretim görevlisinin biçimlendirici değerlendirme uygulamalarını ve algılarını ve bu uygulamaların mesleki deneyim süresi, öğrenim düzeyi ve alınan bir ölçme değerlendirme eğitime bağlı olarak gösterdiği farklılıkları araştırmaktadır. Bu bağlamda, öğretim görevlilerinin pratiklerinin ve algılarının çeşitliliği anlatılmaktadır. Bu amaçla, 30 İngilizce hazırlık bölümünde çalışan öğretim görevlisi anketi tamamlayarak çalışmaya dahil olmuştur. Nicel veri anket aracılığıyla toplanmıştır. Ardından sekiz öğretim görevlisi yarı yapılandırılmış görüşmelere katılarak daha derin nitel veri toplanmasını sağlamıştır. Çalışmanın sonuçları göstermiştir ki biçimlendirici değerlendirme öğretim görevlileri tarafından geri bildirimler aracılığıyla çeşitli öğretim yaklaşımları ve metotları ile interaktif sınıf kültürü oluşturarak öğrenci gelişimini izleyebilmek, öğrenciyi derse adapte edebilmek ve öğrencinin derse daha aktif katılımını sağlamak amacıyla kullanılmaktadır. Sonuçlar göstermiştir ki öğretim görevlilerinin mesleki deneyim süresi, öğrenim düzeyi ve aldıkları herhangi bir ölçme değerlendirme eğitimi öğrenci gözetiminde farklılık yaratmazken; öğrenciyi destekleyen aktivitelerde ölçme değerlendirme eğitime sahip olmamak kullanılan pratikler açısından farklılık yaratmaktadır.

Anahtar kelimeler: Ölçme değerlendirme, biçimlendirici değerlendirme, İngilizce eğitim

ACKNOWLEDGEMENTS

Firstly, I would like to say thank you very much to my advisor, Asst. Prof. Dr. Tijen Akşit for creating such a supportive environment throughout this process. I am grateful for her patience and perceptive comments. Additionally, I would like to express my appreciation to my professor, Asst. Prof. Dr. Necmi Akşit whose expertise guided me through my challenging MATEFL journey.

I am also grateful to Prof. Dr. Perihan Savaş and Prof. Dr. Ülker Vancı-Osam for their valuable feedback and suggestions.

I would also like to acknowledge my warmest thanks to all the voluntary instructors participating in this study.

I was so lucky to have the most supportive classmates: Nihan Şahin, Harika Tuncer, Fatma Özcan, Tuğçe Hamamcıoğlu, Sevgi Çayır and Elif Koç.

I am also blessed to have a fantastic group of friends and thank you to all of you for always supporting me: Ezgi Çobanoğlu, Teksen Tügen, May Babiker, Bekir Şimşek and Tuğsad Akgül.

I especially want to thank Ertan Güngör. Experiencing someone's endless support during difficult times is one of the best feelings in the world. I am grateful for all your patience and support, and I am very lucky to have you in my life.

Last, I would love to explain my gratitude for my family. Their endless support made this process much easier. I want to thank my parents, Macit and Meral Ercazip, and my sister and her loving family, Sinem Ercazip Aruk, Mahmut Aruk, and Duru Aruk.

I will always be proud to be a part of this amazing family.

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LIST OF ABBREVIATIONS

AFL	Assessment for Learning
TAFL-Q	Assessment for Learning Questionnaires for Teacher
EFL	English as Foreign Language



CHAPTER 1: INTRODUCTION

Introduction

People from all over the world try to learn the lingua franca (English) to communicate in various circumstances to survive in a globalized world and learn about different cultures (Crystal, 1997). Türkiye offers English as a compulsory subject from grades 2 to 12 (Kırkgöz, 2007). Similarly, in tertiary education, many universities offer English Medium Instruction (EMI), providing English courses to students to help them succeed in their degrees (British Council & TEPAV, 2015).

In this language learning process, assessment lies at the heart of education, just as in any other field (Taras, 2005). Summative assessment practices such as standard testing have been more popular than other assessment practices for years (Brown, 2010; Frank, 2012). According to Alonzo (2016), the popularity of summative assessment during this time was brought on by the need for external testing for accountability, particularly in nations like the United States of America and other traditionally test-oriented non-English countries.

Deakin Crick and Harlen (2002) mention that summative assessments can cause test anxiety, impair students' motivation and self-esteem, restrict the curriculum, and harm teachers. In this context where students feel anxious and institutions feel restricted, there is a need for student-centered assessment practices that allow students to perform what they have acquired when using the language, they learn (Tosuncuoğlu, 2018). In this sense, formative assessment is essential to accelerate learning (McDowell et al., 2009) and enhance quality (James & Pedder, 2006).

This chapter first aims to discuss the background of the study by touching on the significant aspects of educational assessment with a focus on formative assessment. Secondly, it presents the problems underlying this study. Next, the purpose of the study and the related research questions are given. The significance of the study is also explained. Lastly, the chapter ends with the key term definitions.

Background of the Study

Assessment has multiple contexts and various purposes (Frank, 2012). In general, assessment can be described as a general phrase that gives teachers information regarding the comprehension of their students (Pat-El et al., 2013).

In language education, summative and formative assessment practices come to the front in terms of popularity. These two terms were first introduced as summative and formative evaluation by Scriven (1967); but, they have developed into summative and formative assessment over the years. However, Stiggins (2005) states that, conventionally, educational institutions relied on summative assessment, which allowed for the assignment of grades on students' report cards. As a result, summative tests were one of the most popular testing techniques for a while (Frank, 2012) and traditionally, summative assessments are employed to assess students' overall achievements and final learning outcomes (Al-Mahrooqi, 2017).

The need for more student-centered assessment practices that emphasize the assessing of the process rather than just the product led to a shift from summative assessment to formative assessment (Black & William, 1998a; Crooks, 1988; Hattie, 2021). In this sense, the substantial movement from traditional assessment practices to practices that support student autonomy and learning through monitoring and scaffolding revealed itself (Black & William, 1998a; Pat-El et al., 2013). Similarly, the understanding of assessment has shifted over the years, emphasizing the

importance of assessing the student progress regarding instructional goals (Sevimel-Şahin, 2021). Following the rise of more student-centered assessment practices, in the late 1990s, a new term named assessment for learning (AFL) emerged, similar to formative assessment in practice and literature. The primary motivator behind the emergence of AFL was the need for continuous evidence, particularly in providing evidence of students' progress. This evidence is essential in facilitating the use of diverse teaching methods to ensure students gain a more comprehensive understanding (Stiggins, 2005).

Studies primarily indicate that AFL has aligned with psychological learning theories (Black et al., 2003; Eraut, 2006). Constructivist learning theories, along with formative assessment and AFL, seem to align consistently, particularly in their emphasis on the critical role of social construction in learning. Social constructivists understand the significant contribution that classroom interactions have on shaping students' learning. (Abbasnasab & Mohd Saad, 2013). Briefly, social constructivists contend that teachers use student-based assessment practices such as AFL and formative assessment to moderate student learning, supporting the idea that learning can be advanced through guidance and scaffolding from external social interactions (Berry, 2008).

While these two terms *AFL* and *formative assessment* are used similarly in similar contexts in education, researchers such as Stiggins (2005), established a distinction between them. For instance, AFL is not synonymous with administration of frequent assessments, moreover, it represents a broader concept that goes beyond this. Stiggins (2005) also emphasized that AFL is a comprehensive approach that includes formative assessment and it recognizes student involvement and facilitating learning progress.

With the aim of enhancing the student involvement and student awareness in learning, AFL and formative assessment attach importance to ongoing feedback (Huang, 2016; Popham, 2022). This involves providing information in relation to teaching from both teachers' and students' perspectives (Cauley & McMillan, 2010; OECD, 2008; Popham, 2022), with a particular emphasis on the learning itself (Hattie, 2008). Moreover, student-centered assessment practices such as AFL and formative assessment, are seen to be a systematic and continuous process with a primary purpose on learning. It creates a bridge between teaching and learning, requiring both student and teacher involvement, as well as informing both parties about the instruction (Cauley & McMillan, 2010; OECD, 2008; Popham, 2022).

When creating the environment that incorporates the key characteristics and constructs mentioned above, the two most prominent constructs of AFL and formative assessment "student monitoring" and "student scaffolding" stand out to support student involvement and contribution in learning and offer evidence of learning. Because these two primary constructs form the foundation of the entire assessment process, they lay the groundwork for an effective implementation as well. In this concept, student monitoring and student scaffolding create the basis of this current study. Underlying the conceptual framework of this study, (1) monitoring students to follow their progress and (2) scaffolding to help them understand what they need to improve (Öz, 2014; Pat-El., 2013) are considered to be key elements of student-centered assessment practices.

As Assessment Reform Group (2002) suggests, the teaching process should encompass chances for students and teachers to utilize information about monitoring their progress toward goals. Teachers tend to enhance the transparency of the assessment process to convey learning objectives and monitor student advancement

(OECD, 2005). Regarding scaffolding, which initially emerged from Vygotsky's (1978) Zone of Proximal Development (ZPD), it refers to the range of tasks a learner can perform with guidance, usually from a teacher. It represents the area where learning is effective and productive, as it allows the students to engage in tasks beyond their current level of competence but achieve through support (Vygotsky, 1978). In other words, scaffolding refers to "the temporary support provided for the completion of a task that learners otherwise might now be able to complete" (van de Pol et al., 2010, p. 272). Furthermore, scaffolding is a personal situation, and it can change depending on the type of task or the characteristics of a student. Hence, scaffolding does not only refer to one specific technique. On the other hand, it centers on essential aspects of student learning, often "guided by others" (Stone, 1998, p. 351). It is also acknowledged that students learn when presented with challenges and are accompanied by consistent support, guidance, and feedback (Darling-Hammond, 2010). In this sense, an assessment culture that fosters effective communication between teachers and students via monitoring and guidance is crucial, and this culture involves offering students "demonstrations, support, guidance, and input" gradually reducing these as learners gain independence (Richards & Schmidt, 2010, p. 507).

The importance of these factors in AFL and formative assessment, has been highlighted in previous studies (Assessment Reform Group, 2002; Darling-Hammond, 2010; OECD, 2005; Öz, 2014). For example, Assessment Reform Group (2002) prepared a poster underlying the ten principles of AFL based on substantial research from Black and William (1998a; 1998b). In their poster, assessment is considered a practice that involves gathering and comprehending evidence that learners and teachers use to recognize the current status of the learning process,

define learning goals, and identify optimal ways to achieve those goals. In this sense, students should receive continuous and constructive guidance within the scaffolding frame. Teachers must integrate assessment into daily classroom routines, encompassing teachers and students in processes of self-reflection and decision-making under monitoring.

Moreover, the comprehensive paper written by Darling-Hammond (2010) states that, ideally, assessment should encompass a wide variety of educational standards and curriculum components, embracing learning rather than focusing solely on quantifiable elements. In fact, by integrating all students into learning, catering to individual needs, and encouraging diverse demonstrations of skills, assessment should promote inclusivity. Furthermore, students should be accompanied by continuous assistance, guidance, and feedback to optimize learning, highlighting the necessity for monitoring and scaffolding. Similarly, the OECD (2005) explains the 'formative' nature of assessment and mentions that assessment should be able to identify and address students' learning requirements, so teachers are expected to engage in interactive assessment practices of student understanding, highlighting the importance of monitoring. Teachers must adapt their teaching methods to suit their students' needs, thereby aiding them in achieving their goals, underlying the scaffolding factor. In a similar fashion, Öz (2014) emphasizes that there is a movement towards an assessment culture where assessments are integrated into the process of monitoring and scaffolding to enhance student learning by creating a more supportive and cohesive education.

In summary, the conceptual framework of this study derives from Öz's (2014) study which was initially based on Pat-El et al.'s (2013) research, highlighting teachers practices for AFL. Originally, Pat-El et al.'s study (2013) was originated in

the light of the such studies mentioned above conducted by Assessment Reform Group (2002), Darling-Hammond (2010) and OECD (2005), explain the necessity of student involvement and engagement as well the importance of student monitoring and scaffolding. These pioneer studies clearly highlight the importance of monitoring students' progress and providing guidance and support for students to build on their current achievements, enabling them to progress where needed.

Nevertheless, Öz (2014) adopted the questionnaire that was used in Pat-El et al.'s (2013) original research in L1 context, expanding the scope of the original research by reaching more institutions from various levels from primary schools to universities. The study conducted by Öz (2014) is more clearly aligned with the scope and purpose of this current study, providing a clearer context especially in the concept of Turkish English education.

Statement of the Problem

The educational changes especially since the 20th century have led to a shift in assessment practices and this shift includes moving away from measuring the quantity of learning to a focus on improving learning (Uyaniker, 2017). Moreover, previous studies in relevant literature have also documented a shift from summative assessment practices to more student-centered assessment practices such as formative assessment and AFL (Black et al., 2004; Sevimel & Şahin, 2021). Furthermore, this shift has been primarily influenced by the social constructivist framework, emphasizing the importance of student autonomy in learning (Hamidi, 2010).

As far as relevant studies are concerned, Öz (2014) states that student-centered practices are neglected, especially in the Turkish context because of the longstanding dominance of summative assessments in the field. Furthermore, the

tendency to implement traditional methods in order to determine student learning and understand their level of achievement has primarily relied on summative assessment practices (Boraie, 2012).

However, even though formative assessment practices are gradually becoming a part of the institutions and they are recommended to implement in classroom practices (British Council & TEPAV, 2013) it is not sure whether they are being implemented parallel to the optimal formative assessment practices as described in the literature in educational institutions (Newton, 2007). Gan and Leung (2020) explain that there is a spectrum of perspectives in relation to the precise implementation of formative assessment practices and the ways in which formative assessment can be integrated into classroom activities.

In addition, the practical formative assessment practices are often misunderstood, highlighting the significant challenges for educators, especially within the context of English language teaching. Similarly, the extent to which formative assessment is put into practice might vary depending on various factors such as educational policies, cultural differences or specific strategies embraced by the institutions. Even though teachers tend to use assessment practices for formative purposes (Önalán & Karagül, 2018), others might currently undergo the process of adopting or customizing formative assessment. In this context, there is a need to address the gap between the accurate and optimal formative assessment practices outlined in the literature and the current state of implementation in today's educational practices.

As integral constructs of student-centered practices such as formative assessment, student monitoring and student scaffolding highlighting the importance of ongoing support, guidance and feedback to enhance learning become prominent.

However, in Türkiye, there are a few studies emphasizing on these two constructs (Markel, 2023; Öz, 2014) especially in teaching English as a foreign language, specifically at the tertiary level. The existing studies are primarily related to formative assessment in relation to overall understanding of formative assessment practices or specific perspectives such as students' motivation, participation, anxiety, or beliefs (Büyükkarcı, 2014; Karaman, 2021; Solgun Günel, 2014; Uzun & Ertok, 2020). In this regard, a detailed study on formative assessment in relation to monitoring and scaffolding practices might provide an in-depth analysis of the nature of formative assessment in classroom practices.

Purpose of the Study

The primary purpose of this study is to understand how English language instructors working at tertiary level perceive and put formative assessment into practice in their daily classroom activities in relation to student monitoring and student scaffolding as reported by themselves and what the underlying beliefs and assumptions they have regarding formative assessment are. The study also intends to explore if these practices vary depending on instructors' years of experience, the degrees they hold, and additional assessment training.

Research Questions

This current study aims to answer the following questions:

1. What are the English language preparatory school instructors self-reported formative assessment practices?
 - 1.1 Do these practices vary depending on:
 - i. their years of experience?
 - ii. the latest degree they hold?
 - iii. any other additional assessment training?

2. What are the perceptions of English language preparatory school instructors on formative assessment?

Significance of the Study

Even though formative assessment receives more attention as a vital component of teaching that directly affects learning (Brookhart, 2007; McMillan, 2007; Pryor, 2008; Shepard, 2005), teachers still do not have enough information about formative assessment practices (Arrafii & Sumarni, 2018) or misunderstand the concept of formative assessment (Dixon & Williams, 2002; Harlen & James, 1997). Similarly, Carless (2007) suggests, the effective implementation of formative assessment primarily depends on teachers' comprehension of formative assessment principles and practices.

The gap in the literature comes from the lack of comprehensive or in-depth exploration and understanding of formative assessment practices and this gap suggests that there is a need for further research and investigation to fill in these areas (Samaie & Valizadeh, 2023; Schildkamp et al., 2020).

In this regard, this study is significant because it might help reveal the implementation of various formative assessment practices in relation to student monitoring, and student scaffolding for teaching English as a foreign language. Moreover, the study might shed light on how these practices differ depending on specific qualifications of instructors such as their years of experience, latest degree they hold and whether they have any additional assessment training or not. This, in turn, would contribute to a more comprehensive understanding of the incorporation of formative assessment into daily classroom practices specifically in the concept of English teaching at the tertiary level in Türkiye.

What needs to be highlighted at this point is the fact that even though the terms “teacher” and instructors” are often used interchangeably in the field of education within various institutions, they represent different roles depending on the context. For instance, the term “teacher” is commonly used in K-12 education; however, an “instructor” is a term that is more associated with higher education.

This study aims to focus on the tertiary education, so the primary goal is to contribute to the field of language teaching at higher education in relation to instructors. However, the findings of the study might also provide insights for teachers as well as instructors, enhancing their understanding of teaching and implementation of formative assessment practices and inspiring new methods in their teaching. Furthermore, educators who are interested in formative assessment could use the study results to review their own assessment practices. As a result, the study results may empower both teachers and instructors to learn more about assessment to alter their instruction depending on student progress and achievement (Coombe et al., 2020).

Definition of Key Terms

Assessment: “Assessment is one of the main drivers influencing learning outcomes, and therefore should be carefully designed in accordance with course learning objectives” (Zou, 2008, p. 91).

Formative assessment: “Formative assessment is a static process of measuring the amount of knowledge currently possessed by the individual, and feeding this back to the individual in some way” (Black & William, 1998, p. 52)

AFL: “AFL is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students’ learning. It thus differs from

assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence” (Black et al., 2004, p. 10).

Preparatory school: “... at tertiary level, English is introduced nationally both as a discipline and as a subject. Some of the universities, in which English is used as a medium of instruction in many fields, have English Language Programs called ‘English Preparatory School’” (Gönen & Akbarov, 2015, p. 29).

Summative assessment: “... the traditional way to gather information about student learning is through summative assessment-a test, sometimes teacher-generated, sometimes common across classrooms and content areas, and sometimes standardized, given at the end of instruction for the purpose of measuring achievement” (Greenstein, 2010. p. 2).

Monitoring: “... teachers who implement assessment for learning (AFL) can monitor their students by observing and making assessments of what is happening in the classroom during learning activities” (Öz, 2014, p. 776).

Scaffolding: “demonstrations, support, guidance and input and gradually withdrawing these as the learner becomes increasingly independent” (Richards and Schmidt, 2010, p. 507).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews the literature regarding definitions and conceptualizations of educational assessment and its types, presenting the conceptual framework of the current study, relevant research conducted in the international and local contexts will also be covered.

Educational Assessment

Assessment is the process of gathering data about something in systematic procedures (Bachman, 2004, as cited in Ketabi & Ketabi, 2014). In other words, assessment means the process of measuring an individual's performance to draw conclusions regarding their learning. This process might involve various forms such as tests, written samples or observations (Coombe, 2018).

Assessment can be defined as an inevitable component for teachers and what they do; a natural part of teaching and learning and the planning (Lambert & Lines, 2000). Taras (2005) explains assessment as “a judgement which can be justified according to specific weighted set goals” (p. 467). Moreover, helping teachers use assessment as a component of teaching and learning in ways that will improve student accomplishment should be the main focus (Assessment Reform Group, 1999).

To touch upon the significant assessment types in education, Miller et al. (2021) explain that placement, summative, diagnostic, and formative assessment are major types used in language teaching assessment. For example, they state that placement assessment determines the prerequisite skills, summative assessment determines end-of-course achievement for assigning grades, and diagnostic

assessment determines the causes (intellectual, physical, emotional, environmental) of persistent learning difficulties. In addition, they note that formative assessment also tracks learning progress, providing teachers with feedback from students, allowing them to recognize and correct weak points in order to enhance the quality of teaching and learning accordingly through monitoring student progress and providing necessary scaffolding when needed (Pat-El et al., 2013). However, summative and formative assessments come to the front among these major assessment types. These two terms were first identified as summative and formative evaluation by Scriven (1967); however, they have developed into summative and formative assessment over the years. Originally, formative evaluation encompassed a broader concept that was primarily related to refine program designs of curricula (Scriven, 1967). In contrast, formative assessment is now associated more with making real-time instructional adjustments depending on student's progress (Popham, 2009).

Summative assessment practices involve assessing students' learning using tools such as graded tests (Coombe, 2018). Formative assessment's essential purposes are to support student learning, check for progress and learning, identify strengths and weaknesses, check for misunderstandings after instruction, differentiate instruction, evaluate the effectiveness of instructional methods or programs, and transform curricula (Gallagher & Worth, 2008). Briefly, the idea of formative assessment derives from enhancing student involvement, boosting skills, and cultivating a better understanding of students' learning (Black & William, 1998a; Hattie & Timperly, 2007; William, 2011).

Summative Assessment

Summative assessment is a type of assessment where the final performance of a student stands out (Guo & Yan, 2019). It is the process of evaluating an individual's learning through instruments such as course tests or final projects (Coombe, 2018). Summative assessment process is the final decision on students learning (Taras, 2005). Moreover, summative assessment includes some scoring and grading process, and it should be pre-planned for valid grading based on learning intentions (Brookhart, 2005).

In other words, summative assessment is to measure what a student has learned, and it is applied at the end of the instruction (Brown, 2004). As Shepard (2006) states, summative assessment reaches its primary goal by documenting what students know and can perform. Therefore, summative assessment is commonly used to measure learning and is rarely used for learning. According to Shepard (2006), the primary purpose of summative assessment practices is to document what learners know and can do.

Formative Assessment

Formative assessment, which involves ongoing feedback to students to guide their learning, has been instrumental in promoting student engagement, increasing academic achievement, and fostering greater metacognitive awareness (Black & William, 1998a; 1998b; Bloom, 1971; Broadfoot et al., 1999; Brookhart, 2007; Darling-Hammond, 2010; Hattie & Timperley, 2007; Markel, 2023; Önalın & Karagöl, 2018; Özdemir-Yılmaz & Özkan, 2017; William, 2011). In other words, it prioritizes primarily student learning (Black & Jones, 2006). In its customary form, the ultimate purpose of formative assessment is to assist students in developing their learning skills (OECD/CERI, 2008). It is used to improve an individual's

performance mostly through feedback (Coombe, 2018). Briefly, formative assessment necessitates a shift from traditional grading to a qualitative approach to assessment (Torres, 2019). In this transformation, it is essential to deliver effective feedback in response to students' achievements in learning tasks (Ketabi & Ketabi, 2014).

Initially, the literature highlights that the roots of formative assessment can be traced back to ancient times. During these periods, teachers used various strategies to monitor student learning, from the Socratic method in ancient Greece to apprenticeship training in the Middle Ages, reflecting the idea of ongoing assessment to inform instruction (Greenstein, 2010). However, Cronbach (1963) first suggested using the term evaluation to enhance the course quality, decide on students' individual needs, and make judgments on the school system. Later years, the phrase "formative evaluation" was first used by Scriven (1967), which is considered the root of formative assessment, based on Cronbach's (1963) term to determine the roles of evaluation. The term formative evaluation was initially introduced primarily to address the curriculum and related issues and Scriven (1967) used the terms formative and summative to specifically highlight the differences regarding the purpose of the evaluation process. When the Handbook of Formative and Summative Evaluation of Student Learning (Bloom et al., 1971) was written, formative evaluation became more popular (Cizek, 2009). Then, Bloom et al. (1971) explained formative evaluation in a broader concept:

Formative evaluation is, for us, the use of systematic evaluation in the process of curriculum construction, teaching, and learning for the purpose of improving any of these three processes. This means that in formative evaluation, one must strive to develop the kinds of evidence that will be most useful in the process, seek the most

useful method of reporting the evidence, and search for ways of reducing the negative effect associated with evaluation— perhaps by reducing the judgmental aspects of the evaluation or, at least, by having the users of the formative evaluation (teachers, students, curriculum makers) make the judgments. (p. 118)

Over the years, the concept of formative evaluation gained more recognition from educational researchers, and it was related to effective student learning, replacing the term with formative assessment. This replacement from formative evaluation to formative assessment reflected a broader comprehension that assessment is more than evaluation of student performance, but it is an integral part of the learning progress (Grant et al., 2020).

Sadler (1989) improved the previous definitions and drew attention to the interactive student role and the importance of self-assessment throughout the learning process to monitor one's learning and further added that assessment is effective when it enables students to monitor their learning and progress. However, Bloom was one of the pioneers to understand and implement formative and summative assessment, constituting the concept of mastery of learning (Bloom et al., 1971). The purpose of mastery learning was to make sure that students would not move forward to the next level until they proved that they could master the goals of their current level (Bloom et al., 1971; Guskey, 2005), which has a resemblance to today's modern monitoring and scaffolding practices.

Later, in the late 1990s, other important figures in the field of education recognized the importance of formative assessment. For instance, Black and William (1998a) conducted a meta-analysis, indicating that formative assessment practices significantly increased students' performance. Eventually, Black and William (1998a) described formative assessment as "encompassing all those activities

undertaken by teachers, and /or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (p. 7). Based on the results of the leading study, it was succinctly claimed that formative assessment does improve student learning (Black & William, 1998a, 1998b). However, despite the prominence of the work of Black and William (1998), the study also faced criticism (Alonzo, 2016). For instance, the study was claimed to have a lack of theoretical pedagogic context (Perrenoud, 1998). Moreover, the study raised concerns in relation to reliability of some included studies in the research (Smith & Gorard, 2005) and inconsistencies in the use of terminology (Taras, 2007).

Since 1967, when Scriven introduced the aspect of formative evaluation, now called formative assessment, it has been widely employed to describe assessments conducted during the learning process to encourage student success (Stiggins, 2005). Eventually, after the leading studies about formative assessment, such as Scriven (1967), Bloom et al. (1971), and Black and William (1998a), the recognition of formative assessment increased in importance internationally (Han & Kaya, 2014; Kıncal & Ozan, 2018). For instance, it was acknowledged in Wales in 1997 that the significant contribution of continuous assessment raised students' academic success (Broadfoot et al., 1999). Similarly, in 2002, even though it faced criticism, the No Child Left Behind Act in America required educators to support significant improvements in their students, and it was suggested that formative assessment might be beneficial for students to get higher scores. American educators started understanding the nature of formative assessment and its effectiveness in learning (Popham, 2022).

In spite of the fact that Popham (2022) recognized the necessity and importance of formative assessment, he also discussed the shortcomings of it. For

instance, according to Popham (2022), formative assessment unfortunately lacks "right-size reporting" (p. 2), highlighting the importance of reporting students' performances to make informed decisions about subsequent instructional steps that align with the intended purposes. In this regard, it is essential for formative assessment practices to be accompanied by evidence, indicating the extent to which students' responses reflect a representative status concerning the targeted goals. He also suggested that it is recommended to assess the content representativeness of formative assessment practices whenever possible. One other problem that he discussed was the number of items in formative assessment practices. Too few or too many items are unlikely for teachers to draw valid conclusions or reflect students' content mastery. One last issue that he highlighted was the fact that teachers need to take necessary actions regarding students' performances. It is necessary to identify specific instructional changes to make and determine when and how to implement these changes.

In relation to the shortcomings mentioned above, Popham (2022) also concluded that even though evidence supports the effectiveness of formative assessment in enhancing learning, its implementation in real-world has still not matched earlier expectations. Unfortunately, formative assessment seems challenging for many teachers. The key recommendation is to design assessment practices that are user-friendly, providing necessary evidence for upcoming instructional decisions. Creating right-size reports for a shift in focus to make formative assessment easily feasible and impactful is essential to improve student learning.

After the pioneer studies in relation to the conceptualization of formative assessment, especially since the 2000s, there has been an increase in research

regarding formative assessment. For instance, Heritage (2007) states, “formative assessment is a systematic process to continuously gather evidence about learning” (p.141). She further explains that students are expected to actively participate in the formative assessment process by collaborating and focusing on their progress. In a similar vein, McManus (2008) highlights that the primary purpose of formative assessment is “to provide evidence that teachers and students use to inform instruction and learning during the teaching/learning process” (p. 3). Furthermore, OECD/CERI (2008) also supports the same fundamental basis for formative assessment by suggesting that it helps students strengthen their learning skills. Moreover, Tekin (2016) suggests that formative assessment practices should play crucial role in teaching the assess the quality of the teaching process (Hotaman, 2020).

Characteristics of Formative Assessment

Formative assessment is perceived as offering teachers more understanding of students’ comprehension, assisting them in making decisions on instruction and their learning to enhance student learning (Stiggins, 2005). Furthermore, the ultimate purpose of formative assessment is to assist students through scaffolding and monitoring in developing their learning skills (OECD/CERI, 2008). Moreover, Shepard (2006) suggests that formative assessment is called “formative” because it enables teachers to formulate and form teaching to learning. According to Harlen and James (1997), formative assessment is directly related to learning, and it pays attention to individual learning progress, putting students in the center of teaching and learning. They also suggest that true learning occurs when students actively engage in the learning process. Crooks (1988) also supports student-centered education and adds that formative assessment is influential in student learning and

improvement. Additionally, Black and William (1998a, 1998b) indicate that formative assessment is an essential component of classroom activities that can be used to improve students' skills, raising the level of students' achievement simultaneously. It is recognized as a powerful tool to improve learning (Cauley & McMillan, 2010).

As Sadler (1998) highlights, formative assessment is based on student learning through helpful feedback to improve learning outcomes. Moreover, Huang (2016) states that students learn better when they are provided with timely feedback to shape their approach to learning. Popham (2022) states that formative assessment works best when teachers regularly assess their students' developing mastery of the skills and make any necessary adjustments to their teaching depending on students' needs and progress. William and Thompson (2007) summarize formative assessment as practices that involve clarifying and sharing learning intentions, steering classroom discussion to elaborate on student learning, providing feedback, using students as their resources, and making students aware of their own learning (Black & William, 2009).

Furthermore, formative assessment is an assessment culture that supports scaffolding in line with instruction to support learning and provide students with greater autonomy (Pat-El et al., 2013). It also allows teachers to monitor where their students are in terms of learning so that they can modify their teaching based on students' improvement (Öz, 2014). It is also referred to as "encompassing all those activities undertaken by teachers, and /or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black & William, 1998a, p. 7). Furthermore, formative assessment is used to improve an individual's performance mainly through feedback

(Coombe, 2018). In this sense, formative assessment follows student development, giving teachers and students feedback concerning the process and helping them identify weak aspects to improve teaching-learning quality (Miller et al., 2021). Moreover, Black et al. (2004) explain that students' roles in assessments should alter from being passive recipients to being active participants who can govern their own learning so that they can understand what they are capable of doing or not.

While formative assessment is defined in various ways, there are common characteristics highlighted by researchers and foundations such as Black and William (1998a), Cauley and McMillan (2010), Heritage (2007), OECD (2008), and Popham (2022). The main characteristics of formative assessments can be listed as below:

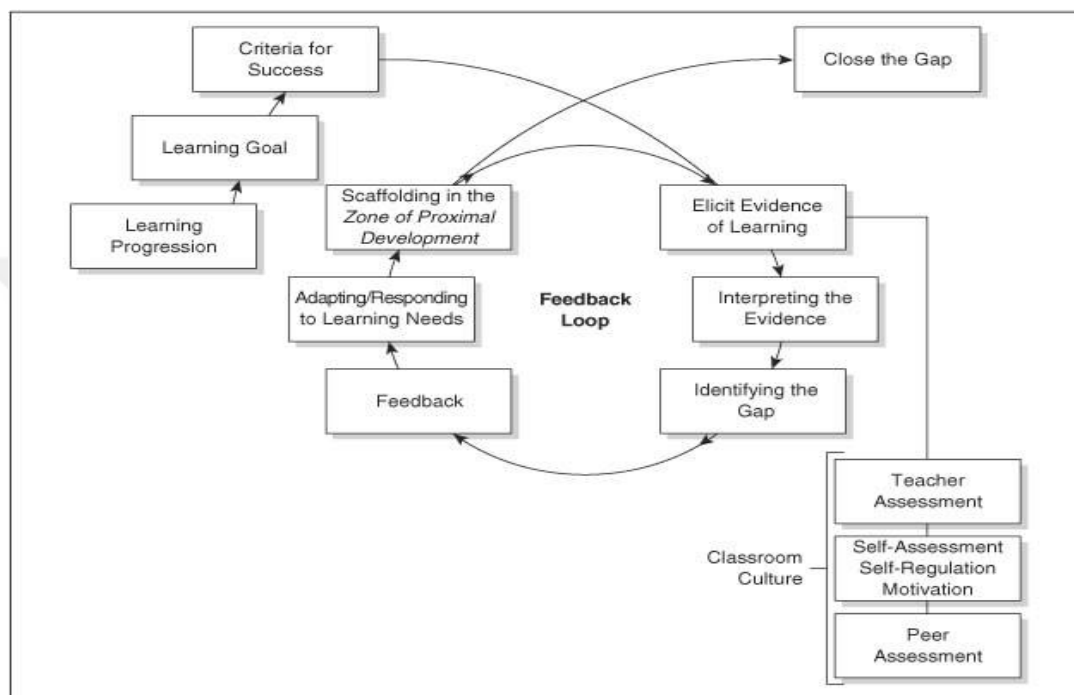
1. It is a systematic and continuous process;
2. Its primary focus is the learning itself;
3. It is connected to teaching and learning;
4. It requires both teacher and student involvement;
5. Feedback is crucial to close gaps in learning;
6. Self- and peer assessment is involved;
7. It gives information about the instruction.

Considering the framework of this study, Figure 1 below represents the key characteristic of formative assessment, which is a continuous feedback loop that aims to close the gap in students' knowledge through scaffolding based on students' Zone of Proximal Development (Vygotsky, 1978). The model explicitly explains the importance of monitoring students' progression and providing students with the necessary scaffolding. Following the model, the process is initiated by recognizing the gap between the learning progression and the goal. To fill in the gap and achieve learning goals, the teacher guides and assesses students and provides feedback, with

a student's active participation as well as other interactive works such as peer assessment. The goal is to examine the learning progress and close the gap as much as possible (Heritage, 2010).

Figure 1

Formative Assessment Process



Note. "Assessment of or for learning? Developing a new approach to assessment as a teacher-researcher: A guide for in-service teacher training programmes," by S.

Haghi, 2015, *ELTED Journal*, 17, p. 6

([https://www.researchgate.net/publication/292722051_S_Haghi_2014_Assessment of or for learning Developing a new approach to assessment as a teacher-researcher a guide for in-service teacher training programmes ELTED Journal 17 1-9](https://www.researchgate.net/publication/292722051_S_Haghi_2014_Assessment_of_or_for_learning_Developing_a_new_approach_to_assessment_as_a_teacher-researcher_a_guide_for_in-service_teacher_training_programmes_ELTED_Journal_17_1-9))

From Formative Assessment to AFL

Traditionally, assessments involve questions that produce a single score used to assess the sufficiency of student learning; however, these assessments do not provide proof of any learning, and as a result, standardized tests show a lack of

responsiveness to instructional requirements (Stiggins, 2005). In this sense, with the increasing popularity of practices that encourage student involvement in the learning process to promote student growth (Black & William, 1998a; Hattie, 2008; Heritage, 2010; Öz, 2014; Pat-El et al., 2013; Stiggins, 2005; Torres, 2019), student-centered classroom practices such as formative assessment have gained more importance.

The increasing popularity of formative assessment practices ended with the introduction of a new term: assessment for learning (AFL). AFL was introduced to balance the emphasis on classroom or performance assessment (Pat-El et al., 2013). A crucial component of AFL involves seamlessly incorporating assessment with teaching, forming a continuous cycle. In this cycle, teachers are expected to adapt their teaching methods, while students are expected to utilize assessment to change how they approach their learning (Popham, 2008).

Initially, the term AFL was first brought by the Assessment Reform Group in 1999, referring to the distinction between assessment of learning, which indicates the final outcome of the learning process, and AFL, which highlights the importance of improvement of learning (Davison, 2019; McDowell et al., 2009). In this established distinction, which remains commonly utilized, assessment of learning is considered synonymous with summative assessment, while AFL corresponds to formative assessment (McDowell et al., 2009). However, AFL was primarily associated with formative assessment (McDowell et al., 2009). Davison and Leung (2009) indicate that these terms share many common points and are primarily used interchangeably. Similarly, McDowell et al. (2009) suggest that formative assessment and AFL carry very close meanings and considerably coincide.

Even though the terms AFL and formative assessment are frequently used interchangeably, researchers have sought a more apparent distinction between the

two (Stiggins, 2002). According to Stiggins (2005), AFL and formative assessment do not mean the same practices; AFL represents a broader educational concept that involves more than administering assessment frequently or giving teachers information so they can modify their teaching. Moreover, AFL recognizes the importance of student participation, and teachers are expected to employ assessment procedures and ongoing information about students' accomplishments to progress, not just check on student learning. Furthermore, as the term AFL was first introduced by Assessment Reform Group, they state the differences between AFL and formative assessment as below:

The term formative itself is open to a variety of interpretations and often means no more than that assessment is carried out frequently and is planned at the same time as teaching. Such assessment does not necessarily have all the characteristics just identified as helping learning. It may be formative in helping the teacher to identify areas where more explanation or practice is needed. But for the pupils, the marks or remarks on their work may tell them about their success or failure but not about how to make progress towards further learning. (p.7)

Student Monitoring and Student Scaffolding in Formative Assessment

The principles of formative assessment signify “progress in learning as students climb the curricular scaffolding leading up to state standards” (Stiggins, 2005, p. 328) which indicates the necessity of monitoring student progress and giving them appropriate scaffolding when needed. In this sense, formative assessment is changing traditional assessing culture into assessment practices where monitoring and scaffolding students in relation to instructional objectives to support

learning and promote student autonomy (Black & William, 1998a; Pat-El et al., 2013).

Formative assessment is an assessment culture that supports scaffolding in line with instruction to support learning and provide students with greater autonomy (Pat-El et al., 2013). In this sense, monitoring and scaffolding help students to observe their weaknesses and strengths and help them in areas where improvement is needed (Pat-El et al., 2013; Stiggins, 2005). Since formative assessment is for promoting student learning (Assessment Reform Group, 2002; Davison & Leung, 2009; OECD, 2005), it is impossible to think about them separately. In terms of monitoring, it allows teachers to understand where their students are in terms of instructional goals by observations and classroom assessments so that teachers can modify their teaching based on student improvement and learning (Öz, 2014).

As for scaffolding, it emphasizes the key points of student learning usually “guided by others” (Stone, 1998, p. 351) and it is important to create a classroom culture where teachers and students have appropriate communication through this guidance and where students are provided with “demonstrations, support, guidance and input and gradually withdrawing these as the learner becomes increasingly independent” (Richards & Schmidt, 2010, p. 507). The term scaffolding refers to “the temporary support provided for the completion of a task that learners otherwise might now be able to complete” (van de Pol et al., 2010, p. 272) and since scaffolding is a personal situation, it can change depending on the type of the task or the characteristics of a student, so it means that scaffolding does not refer to only one specific technique.

Briefly, in the past two decade, there has been a significant shift in the field of English language assessment, shedding light on the dynamic nature of the

language (Uyaniker, 2017). In the light of this dynamic nature of English, social interaction in the classroom has gained more prominence (Abbasnasab & Mohd Saad, 2013; Berry, 2008). Within this context, the implementation of monitoring and scaffolding practices has become instrumental in creating an environment that fosters student engagement and development and autonomy (Black & William, 1998a; Davison & Leung, 2009; Hamidi, 2010; Öz, 2014)). These practices, especially in English learning and teaching, are essential for monitoring student progress and providing timely guidance, support, and feedback. This approach supports the internalization of the learning process, enhances cultural and sociolinguistic awareness, and equips students with the skills needed for real-life communication (Büyükkarcı, 2014; Chen et al., 2014).

In terms of the higher education context and also parallel to the context of the current study, English Language preparatory program instructors also see formative assessment as an integral part of teaching and learning, putting the highest emphasis on self-assessment practices to enhance student engagement and comprehension (Önalan & Karagül, 2018). Similarly, Özdemir-Yılmaz and Özkan (2017) suggest that English language instructors in the tertiary education context mostly show student-centered assessment practices and formative assessment is a beneficial way to determine the effectiveness of teaching.

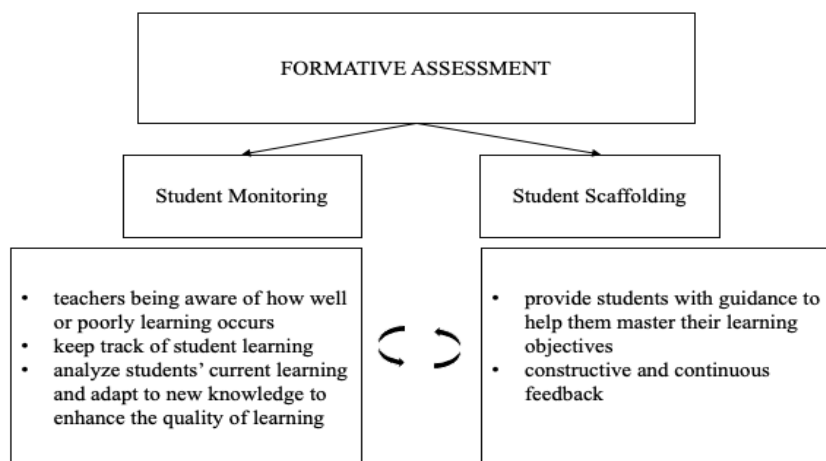
Conceptual Framework

The conceptual framework of this study is rooted in Öz's (2014) research, which was originally inspired by Pat-El et al.'s (2013) study focusing on teachers' practices related to AFL. Pat-El et al.'s (2013) study, in turn, was developed in consideration of earlier studies, such as those by the Assessment Reform Group (2002), Darling-Hammond (2010), and the OECD (2005). These studies collectively

emphasize the significance of student monitoring and scaffolding in the assessment practices. Figure 2 below represent the framework of this study as conceptualized by the research based on Pat-El's (2013) and Öz's (2014) studies.

Figure 2

Conceptual Framework of the Study



Note. "Validation of AFL questionnaires for teachers and students," by R. J. Pat-El, H. Tillema, M. Segers, & P. Vedder, 2011. *British Journal of Educational Psychology*, 83(1), pp. 98–113 (<https://doi.org/10.1111/j.2044-8279.2011.02057.x>)

This framework was chosen for this current study because of its comprehensive elaboration on formative assessment practices. In this sense, it could be easier to categorize and understand the prominent formative assessment practices and perceptions of tertiary level English language instructors on formative assessment.

Related Studies

Since formative assessment has been gaining more prominence over the past years, it is possible to find many related studies in the areas of language teaching. This section will first elaborate on studies conducted using Pat-El et al.'s (2013) research to set a precedent. Then, other related research on AFL and formative

assessment in relation to its cornerstones will be presented.

Pat-El et al.'s (2013) comprehensive study and instrumentation for AFL Questionnaires for Teacher (TAFL-Q) was used in a study in relation to teachers' AFL perceptions and feedback practices in mathematics education in Tanzania by Kyaruzi et al. (2018). The study was conducted in 48 secondary schools with 54 experienced mathematics teachers. The mixed-method study collected data via questionnaires and interviews. The obtained data was analyzed by structural equation modeling and content analysis. The study results revealed that mathematics teachers perceive formative assessment positively, indicating that the assessments they apply align with student monitoring and scaffolding. Moreover, the study results also indicated that teachers use formative assessment primarily for enhancing student learning and promoting student responsibility for their learning. Furthermore, it was also revealed that teachers find scaffolding essential to improve learning.

Using the TAFL-Q (Pat.-El et al., 2013), Öz (2014) investigated Turkish teachers' assessment of learning practices in English classes with 120 teachers from 15 primary schools, 30 middle schools, 24 high schools and 51 universities. The study focused on Turkish teachers' preferences of common assessment methods in teaching English and whether these practices differ depending on their years of experience, gender, and the school type they are working in such as private or public. The participant teachers completed a questionnaire to provide data. Data analysis was conducted through descriptive statistics, indicating the frequencies and mean scores. Independent-samples *t*-test was used to compare two level variables such as gender and the school type. Furthermore, the two-way Anova was also run to measure the effects of independent variables. The study results indicated that even though EFL teachers find formative assessment practices effective, they mostly

prefer traditional assessment types over formative assessment processes because they are mostly used to traditional examination methods. There are also significant differences in their assessment practices, particularly in monitoring. In terms of years of experience, it was revealed that participant teachers with 1-5 years of experience differed significantly in monitoring from those with 6-10 years of experience which is related to teachers' efficacy beliefs. In relation to gender, it was stated that for perceived monitoring, the highest mean score was observed in male participants whereas the lowest mean scores were observed in female teachers. As for the school type, there was no significant difference found regarding scaffolding; however, in relation to monitoring practices, teachers who worked for a private institution showed more tendency to implement monitoring practices.

Another study was conducted by Büyükkarcı (2014), exploring teachers' beliefs and practices in relation to formative assessment. The data was collected from 69 primary school English teachers that had at least 5 years of teaching experience. The mixed method study combined a questionnaire and interviews to obtain both quantitative and qualitative data. The results indicated that English teachers perceive formative assessment practices, such as feedback, sharing learning goals, and peer- and self-assessment, positively. Moreover, these practices should be applied more frequently in the classrooms. Nevertheless, there are some issues regarding the implementation of formative assessment. For instance, teachers indicate that overcrowded classroom makes it difficult to practice formative assessment or heavy workload prevent them from focusing on formative assessment as they wish. Regardless of these issues, teachers try their best to practice formative assessment to enhance the quality of teaching and improve student learning.

In terms of the effectiveness of formative assessment in classroom practices, another study was conducted by Bouchaib (2016) in Morocco. The data was collected from 58 high school English teachers. A questionnaire and follow up interviews were used as data collection tools. The frequencies of formative assessment practices such as written or oral tests, homework assignments, self- and peer assessments were identified. The study's results stated that formative assessment is essential for effective teaching. When implemented appropriately, it enhances the quality of teaching and student learning. However, it was also concluded in the study that policy makers and teacher trainers are expected to take more initiative to educate and support effective assessment practices in relation to professional development, differentiation of instruction or provision of feedback. As results suggested, it is necessary to raise awareness on the overall formative assessment practices.

Another similar study was conducted by Önalın and Karagöl (2018) in relation to teachers' beliefs about assessment based on four main domains: (a) formative assessment, (b) summative assessment, (c) self-assessment of students, and (d) assessment to improve teachers' instruction. Based on this framework the study was implemented at the preparatory class at a state university and 70 Turkish EFL instructors took part in the study by completing a questionnaire. The study results revealed that Turkish national teachers of English held beliefs favoring the use of assessment for formative purposes. This result suggested that participants are more inclined to perceive assessment as a mean to offer continuous feedback and influence instruction rather than solely using it for summative purposes.

One other example study in the literature was conducted by Chen et al. (2012) in relation to formative assessment in teaching English. The study adopted a

qualitative case study approach, and the data was collected in two Chinese universities and through interviews with administrators and interviews with teachers. The results indicated that formative assessment practices in relation to student participation should be increased in the classrooms. The study also highlighted that assessment at these universities have mainly summative purposes and teachers should include more alternative assessment methods. Moreover, policies including only tests should be replaced with new alternative assessment practices.



CHAPTER 3: METHOD

Introduction

This chapter aims to highlight the methodology of this study regarding the research design, setting and participants, instrumentation, data collection, and analysis procedures.

Research Design

The study aims to understand how English language instructors working at tertiary level perceive and put formative assessment into practice in their daily classroom activities in relation to student monitoring and student scaffolding as reported by themselves and what the underlying beliefs and assumptions they have regarding formative assessment are. The study also intends to explore if these practices vary depending on instructors' years of experience, the degrees they hold, and additional assessment training.

In this way, the study also aims to address the literature gap in the field and enhance the understanding of formative assessment by making contributions to the literature.

In this respect, the study asks the following questions:

1. What are the English language preparatory school instructors self-reported formative assessment practices?
 - 1.1 Do these practices vary depending on:
 - i. their years of experience?
 - ii. the latest degree they hold?
 - iii. any other additional assessment training?

2. What are the perceptions of English language preparatory school instructors on formative assessment?

This case study adopts a mixed method explanatory research design, as it combines both quantitative and qualitative data with the objective of gaining insight regarding how and why a phenomenon happens (Johnson & Christensen, 2014). The phenomenon being mentioned and sought to be understood in this study is how formative assessment practices are perceived and put into practice in as single context. Making this study explanatory research, the quantitative data was collected prior to the qualitative data (Creswell, 2012).

Case study method was also implemented as a method to gain better insights by observing individuals in real-life situations rather than attempting to generalize from abstract theories and principles (Yin, 2009). In this fashion, this case study was conducted in a natural, unique, and bounded context to understand a phenomenon rather than experiment and generalize based on the population (Casanave, 2019). In this sense, the case study method is applied in various contexts to enhance our understanding of phenomena related to individuals, groups, organizations, social dynamics, politics, and other relevant areas (Yin, 2012).

The case in this study derives from the distinctive feature of the foundation university where the research was conducted. Unlike many institutions, the participant university includes formative assessment practices in the syllabus. These practices are implemented throughout the academic year, ensuring that English language instructors have some degree of knowledge about formative assessment. Namely, the syllabus includes two speaking and two writing tasks for each teaching term. In these practices, students are expected to complete the given task. No grading

is involved; however, following the task completion, instructors are expected to provide students with feedback. The purpose of these practices in the syllabus is to enhance the students' language learning skills, providing them with necessary guidance to help them see their strengths and weaknesses, and contribute to their progress. As a result, since this context has such formative assessment practices, it is an appropriate environment to understand and learn more about instructors' practices and perceptions regarding formative assessment.

Setting and Participants

In Türkiye, at the tertiary level, to be able to ensure that students have an adequate level of English, universities offer English courses prior to starting their departmental courses (Yüksek Eğitim Bilgi Yönetim Sistemi, 2023), and these English courses are given under the name of English language preparatory programs. Their primary purpose is to help students learn English and gain more confidence before they start their departments to study their selected major. This current study was conducted in the English language preparatory program of one of the foundation universities in İzmir province, Türkiye.

For the selection of the context of the current study, the school selection was completed through purposeful sampling according to a criterion for the purpose of this study (Johnson & Christen, 2014). The criterion for this study was to choose an English language preparatory program in Türkiye that can include formative assessment practices and have English language instructors who are knowledgeable about formative assessment. Thus, this school was specifically chosen for this study because of its implementation of formative assessment practices in the syllabus as explained in detail above.

The official language of education in the participant university is English; however, the language of education may vary depending on the departments. For instance, some faculties conduct their lessons a hundred percent in Turkish or English, whereas some faculties only offer thirty percent English in their instruction. Moreover, the university offers various departments in eight faculties and three vocational schools. Education is conducted in Turkish in vocational schools; however, within the eight faculties mentioned above, five of them conduct their lessons a hundred percent in English. In this sense, students who are registered to a fully English-mediated departments are required to pass an English proficiency exam to be able to further study in their departments.

If the students fail to pass the proficiency exam; they are automatically registered to one of the classes in the preparatory school according to their English level (A1 to B2 in the CEFR terms). Each year, approximately 1000 students are registered to the preparatory school prior to their departmental studies. Throughout the preparatory program studies, students are taught four skills of English in an integrated way (speaking, writing, listening, reading). They are also taught other language systems (grammar and vocabulary).

At the end of the teaching terms, students are required to take the proficiency exam one more time to be able to pass the preparatory school and to be eligible to start studying in their faculties. This proficiency exam is offered by the university four times a year starting from the teaching term. The first exam takes place at the beginning of the academic year. The second exam is conducted at the end of the first semester. The third exam is held at the end of the academic term. The fourth exam is administered at the conclusion of the summer school for students who participated to pass courses failed during the academic term.

Apart from the preparatory program, within the scope of the School of Foreign languages, the school offers General English, Academic English and Modern Languages courses. According to the regulations and explanations on the university website, General English classes are offered to students who study in a Turkish-mediated department and exempt from the English language proficiency exam. The classes are aimed to teach students daily conversation skills with a primary focus on language skills such as reading, writing, listening, and speaking to be able to enhance their overall English comprehension. Academic English classes are offered to first- and second-year students, and they are mandatory to be able to graduate from the university. The classes offer B2 level English, and the students are introduced to academic skills to succeed at tertiary level classes.

Modern Languages are available for all the students and the primary purpose is to encourage students to learn a second language through their university education. There is no obligation to take any of these courses, however, languages such as Russian, Spanish, German, French, Portuguese, and Italian are offered to students who are interested in learning a second language.

The total number of instructors working as English language instructors within the participant preparatory program is 105 including Academic English, General English and Modern Languages. However, this study aimed to work with English language instructors who solely teach preparatory school English courses which teach four skills of English (speaking, writing, listening, and reading) as well as functional areas (grammar, vocabulary, and pronunciation). In this case, this current study's target population was the English language instructors who work in the English preparatory department. Hence, the target population of this study was only 66 instructors.

The sampling of the participations for this study was based on convenience and voluntary basis. In this sense, instructors that are readily available, accessible, and volunteer took part in the study (Creswell, 2014). 66 English language instructors were reached through an e-mail (Appendix G); 30 of them voluntarily agreed to participate in the questionnaire (Appendix A), and eight of them agreed to take part in the follow-up semi-structured interviews (Appendix C). Table 1 below summarizes the personal information of the participant instructors for the questionnaire.

Table 1

Personal Information of the Participant Instructors for the Questionnaire

Variable	Category	<i>n</i>	%
Gender	Male	4	13.3
	Female	26	86.7
Experience	0-5	1	3.3
	6-10	9	30
	11-15	14	46.7
	16+	9	20
Degree	Bachelor's degree	11	36.7
	Master's degree	18	60
	Doctorate	1	3.3
Training	Yes	17	56.7
	No	13	43.4

As Table 1 above shows, most of the participants were females. Apart from only one instructor, most were relatively experienced in their field, with at least six

years of experience (96.7%). Only one had a doctorate; however, most (60%) had a master's degree. More than half of the participant instructors (56.7%) had additional assessment training through some professional development activities such as CELTA, TESOL, workshops, or seminars.

Eight voluntary instructors attended semi-structured interviews once the questionnaire data collection was completed.

The personal information of the participant instructors for the interviews can be seen in Table 2 below.

Table 2

Personal Information of the Participant Instructors for the Interviews

Variable	Category	<i>n</i>	%
Gender	Female	8	100
Experience	6-10	4	50
	11-15	2	25
	16+	2	25
Degree	Bachelor's degree	2	25
	Master's degree	6	75
Training	Yes	4	50
	No	4	50

As Table 2 above shows, all the participants were female instructors. They were relatively experienced instructors with at least six years of experience. The majority (75%) had a master's degree. Interestingly, half of the instructors had additional assessment training such as CELTA, TESOL, workshops, or seminars, whereas the other did not.

For better clarity, the participant instructors in the semi-structured interviews were categorized based on specific categories. These classifications were made to facilitate an understanding of the participants' qualifications especially when explaining the results of the study.

Table 3

Classifications of the Participant Instructors for the Interviews

Instructor Qualification	Group
6-10 years of experience	Group A
11+ years of experience	Group B
Additional training	Group C
No additional training	Group D

Methods of Data Collection

The necessary approval from İhsan Doğramacı Bilkent University Ethics Committee (Appendix E) was obtained before the data collection. The researcher considered participant instructors' beliefs and values and did not include any sensitive questions that would put instructors or students in the spotlight both in the questionnaire and interviews. The necessary approval from the participant university was also acquired (Appendix F).

To collect data, a questionnaire was chosen as the data collection instrument to gain insights into the characteristics of a specific group (Fraenkel & Wallen, 2018). After the approvals, an e-mail (Appendix G), including the online questionnaire link, was sent to the coordinator of the preparatory school. The questionnaire link was shared through an e-mail with all the instructors sequentially. The questionnaire was available for the instructors for a month. Voluntary instructors

participated in the questionnaire and agreed to participate in the follow-up semi-structured interviews.

Interviews were also chosen as the data collection instrument to complement the data with deeper insights, facilitate the exploration of beliefs, thoughts and knowledge (Johnson & Christensen, 2014). In total, interviews took 135 minutes with eight separate participants. All these 135 minutes were transcribed and analyzed through coding on an Excel spreadsheet. The coding and analysis processes were checked and confirmed by the advisor.

All the participants accepted the Informed Consent Form (Appendix D) before participating in the study. They were assured that the data would be kept on a protected computer and used only for this thesis and further academic publications purposes.

Formative Assessment Practices Questionnaire

Brown (2001) defines a questionnaire as “any written instrument that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers” (p. 6). Hence, questionnaires or surveys are used to learn “the beliefs and opinions of large groups of people” (Tuckman & Harper, 2012, p. 244). In this study, to understand the formative assessment practices of English language instructors and the variances of these practices, using a questionnaire was the most proper instrument for data collection to make deductions and draw conclusions based on the participant's responses (Tuckman & Harper, 2012).

The initial questionnaire of the Teacher AFL (TAFL-Q) was developed by Pat-El et al. (2013) involving 237 Dutch teachers. The questionnaire consisted of 28 items and included two constructs: perceived monitoring (16 items) and perceived

scaffolding (12 items). Participant teachers were asked to rate each item on a 5-point Likert scale, ranging from “strongly disagree” to “strongly agree.”

For this study, the adapted version to L2 context by version by Öz (2014) (Appendix A) was used. This version of the questionnaire was chosen because of its profound concept of understanding formative assessment practices in two constructs: student monitoring and student scaffolding especially in L2 context and supporting details about the study's conceptual framework.

The questionnaire was named *Formative Assessment Practices*, and it aimed to ask questions about the classroom practices of the participant instructors under two constructs: perceived monitoring and perceived scaffolding. The questions in the questionnaire were in line with the framework. The questionnaire was prepared in the format of a Google Form. It had three parts and 33 questions. The first part was added to the questionnaire by the researcher to learn more about the personal information of the participants, such as their gender, years of experience, the degree they hold, and whether they had any additional assessment training to be able to run inferential statistics to see whether the practices differ or not. In the second and third parts, the questions are related to two constructs of the questionnaire: *perceived monitoring* and *perceived scaffolding*, respectively. The distribution of the questions in the questionnaire can be seen in Table 4 below.

Table 4

Questionnaire Question Distribution

Parts	<i>n</i>
Personal information	5
Perceived monitoring	16

Table 4 (cont'd)*Questionnaire Question Distribution*

Parts	<i>n</i>
Perceived scaffolding	12

The questions were prepared as multiple-choice questions, and the researcher also added the “other” option to prevent questions from lowering the quality of the questionnaire (Anderson & Arsenault, 1998).

Twenty-eight questions in the questionnaire related to perceived monitoring and perceived scaffolding were 5-point Likert scale items including “Strongly disagree,” “Disagree,” “Not sure,” “Agree,” and “Strongly agree.”

Reliability Analysis

Before choosing the questionnaire that was used in this study, Cronbach’s alpha was taken into consideration. The original Cronbach’s alpha for the overall *Formative Assessment Practices Questionnaire*, the construct of perceived monitoring, and the construct of perceived scaffolding were stated as 0.92, 0.88, and 0.89, respectively (Öz, 2014).

After collecting the data, the researcher evaluated the internal consistency based on the responses. A value higher than 0.70 is usually accepted as a good result (Taber, 2018). So, coefficient alpha showed a higher value than 0.70, indicating a high-reliability level. The values that were found in this study can be found below in Table 5.

Table 5*Cronbach's Alpha Values*

Construct	Cronbach's alpha
Overall questionnaire	.94
Perceived monitoring	.89
Perceived scaffolding	.92

Semi-Structured Interviews

To support the quantitative data and gain a deeper understanding of the instructors' formative assessment practices and perceptions, semi-structured interviews (Appendix C) were conducted with instructors who volunteered. Interviews were specially chosen because they allowed researchers to see the participants' beliefs, principles, and opinions or all the other “unobservable” perspectives (Wellington, 2015, p. 137).

Semi-structured interview questions were prepared by the researcher based on the framework used for this study. The researcher made sure that the questions were relevant to support the purpose of the current study. They were also prepared in a way to prevent the researcher from affecting the perception and the attitudes of the participants. Another researcher checked the questions to minimize possible misinterpretations and misunderstandings, and they were piloted as described below.

The participant interviewees were asked three main questions with seven follow-up questions. Each interview took around 30 minutes to complete. Before the beginning of each interview, the researcher conducted an interview protocol explaining formative and summative assessment to each participant to ensure the standardization of the sessions. Since the study population was already English

language instructors, the language was not a barrier, so the interviews were conducted in English on an online platform. However, the instructors whose first language was Turkish were informed that it was possible to code-switch between English and Turkish to feel calm and comfortable when needed (Roulston & Choi, 2018). Even though code-switching was an option for the instructors, the participants in this study were mostly confident with using English throughout the interview sessions, so no code-switching was observed.

For both the questionnaire (Appendix B) and interviews (Appendix D), the participants agreed on the informed consent form (Appendix F). The interviewees were especially informed about recording the interviews only for transcription and academic purposes.

Pilot Study

As Tuckman and Harper (2012) explain pilot studies or tests, “can uncover a variety of failings in a questionnaire” (p. 266). In this regard, to make necessary changes and get feedback regarding the questionnaire (Creswell, 2012), a pilot study was conducted with a small number of in-service preparatory program English instructors. The pilot study participants were ten English language instructors, eight females and two males. All these participant instructors in the pilot study were in-service instructors currently working at different institutions at tertiary level in language preparatory programs very similar to the context of the current study. None of these participant instructors took part in the actual data collection of the study.

At the end of the pilot study, completing the whole questionnaire took roughly 5 minutes, and all the participants gave positive feedback. There were a couple of comments regarding the format and structure of the sentences, so the researcher made necessary alterations based on the feedback. For instance, there was

a misunderstanding in the personal information part of the questionnaire. Therefore, the “other” option was added to the answers. There were also a couple of technical problems on the website link, which were solved immediately after receiving feedback.

Likewise, the interview protocol was piloted with two female English instructors. Both of the instructors were from different institutions and none of the participants of the actual data collection for the current study took part in the pilot study for the interviews. Each interview took about 30 minutes to complete. The participants had no negative feedback or change recommendations, so there was no need to make any adjustments.

Methods of Data Analysis

This study had a mixed-method case study research design. In this regard, quantitative and qualitative data were collected. The quantitative data was obtained through a questionnaire, whereas the qualitative data was collected through semi-structured interviews. The questionnaire responses were analyzed through Statistical Package for Social Sciences (SPSS 24.0). Additionally, the personal information that was included in the first part of the questionnaire was used as categories to present the variances (years of experience, their degree and additional assessment training) of the practices among instructors.

In this study, the data analysis was based on research questions. First, to be able to answer the first research question, descriptive statistics were run to identify the mean scores and standard deviations of the obtained responses regarding formative assessment practices depending on perceived monitoring and perceived scaffolding separately. Each item in the questionnaire was examined based on the

means scores and standard deviations to understand the instructors' common practices on formative assessment.

Secondly, to answer research question 1.1, Mann-Whitney *U* tests were utilized to analyze the obtained data. The Mann-Whitney *U* tests were conducted to learn if the participant instructors' practices vary depending on the categorical variables such as (i) years of experience, (ii) degree, and (iii) assessment training based on perceived monitoring and perceived scaffolding separately. Skewness and kurtosis values ($S = -1.534$, $K = 3.640$) (Tabachnick & Fidell, 2013), Shapiro-Wilk test ($p < .05$), and visual inspections of the histograms (Garson, 2012) and z-score calculations were checked. It was found that the variables such as the years of experience, degree, and training did not meet the normality assumption (Hayes & Cai, 2007).

In order to answer research question 2, interviews were conducted with eight voluntary instructors. The interviews were carried out on an online platform. All the interviews were recorded, and these recordings were converted into texts through transcriptions. A process of external validation was implemented to enhance the credibility and reliability of the study. Another researcher independently reviewed and verified the accuracy of the transcriptions in terms of correct language use. As a result of this process, potential errors were minimized, and no disagreements were found.

The reviewed transcriptions of the responses were analyzed to explore the standard points and themes among the responses based on the framework of this study. Krippendorff (2004) explains that deductive inferences are drawn from premises and are logically conclusive because they move from general to specific instances. Moreover, inductive inferences come from generalizing specific instances

to broader categories or groups and moving from observations to general conclusions. In this regard, deductive content analysis was used to organize the existing themes in the questionnaire. Furthermore, these existing themes created the priori coding list.

Table 6

Priori Coding List Emerged from the Questionnaire

Theme	Theme Explanation
PER_MON	Perceived monitoring
PER_SCAFF	Perceived scaffolding

As can be seen from Table 6 above, the priori coding list was derived from the questionnaire itself based on the two constructs of formative assessment. After the priori codes were emerged, first round coding was run to identify emerging sub-themes based on instructors' related comments regarding formative assessment practices. The emerging sub-themes can be found below in Table 7.

Table 7

First Round Coding Themes

Priori Theme	First Round Coding Sub-Themes	Code
PER_MON	Varied approaches	VAR_APR
PER_MON	Student involvement	STU_INV
PER_MON	Student progress	ST_PR
PER_SCAFF	Purpose of assessment	ASSES_PUR
PER_SCAFF	Teacher role	T_ROL
PER_SCAFF	Student understanding	STU_UND

Table 7 (cont'd)*First Round Coding Themes*

Priori Theme	First Round Coding Sub-Themes	Code
PER_SCAFF	Formative assessment process	FA_PRO
PER_SCAFF	Formative assessment time	FA_T
PER_SCAFF	Feedback type	FEEDB_TY

Once the first-round coding themes were created, a second coding round was conducted to analyze the data further and create further themes if needed. Table 8 below presents the second-round sub-sub-themes and their codes.

Table 8*Second Round Coding Themes*

Priori Coding Theme	First Round Coding Sub-Themes	Second Round Coding Sub-sub-themes	Code
PER_SCAFF	Feedback type	Individual	FEEDB_TY_IND
PER_SCAFF	Feedback type	Overall	FEEDBA_CK_TY_OV

For the last open ended interview question where instructors were asked to share one effective formative assessment practice and the same coding process was conducted. First round coding was run to identify the common comments to categorize the practices. The coding process, themes and codes for the last interview question can also be found below in Table 9.

Table 9*Effective Practices Themes and Their Codes*

Priori Coding	Theme code	First Round Coding	First Round
Theme			Coding Theme
			Code
Effective	EFF_PRAC	Effective	EFF_PRAC_PE
Practice		practice_peer/pair	
		activity	
		Effective	EFF_PRAC_GR
		practice_group	
		activity	

The Excel spreadsheet that the coding process was run had three different tabs about the two constructs of the questionnaire (perceived monitoring and perceived scaffolding) and the last open-ended interview question (regarding effective formative assessment practices). All the Excel spreadsheet pages were created separately during the analysis stage. An example visual of the Excel spreadsheet and interview analysis can be found below in Figure 3.

Figure 3*Excel Spreadsheet Sample*

Quotations	Participant Codes	Scale_Theme	Scale_Theme Code	Theme
I think formative assessment needs to be part of every lesson. In some format like, there needs to be. I mean whether that's in the form of like sometimes it can be, you know, boiled down to asking enough CCQs or like it, there needs to be monitoring of students' progress every single day.	P3	Perceived Monitoring	PER_MON	Varied Approaches
Everything in the class, everything that all the teachers doing in the class is formative assessments, actually.	P4	Perceived Monitoring	PER_MON	Varied Approaches
Motivate and focus on this point or we are going to ask some questions, warm up questions or end of unit, end of the structured questions. All of these are formative assessments, and they are very important to decide the other half of our, plan or syllable.	P4	Perceived Monitoring	PER_MON	Varied Approaches

In Figure 3, the first column represents sample quotations from the interview data related to the relevant code. The participant numbers are also given. From left to right after the participant number column, the other columns represent the scale themes, scale theme codes and sub-themes that were found.

Figure 4

Interview Analysis Sample

... for the feedback part, I am sure **the teacher has a big role**. I mean for the students

PER_SCAFF_T_ROL_FEEDB

who had done the formative assessment, if they get really quality, good quality of feedback, it helps them a lot.

As shown in Figure 4 above, the comments of the participant instructors were explored using the priori coding list first. Then, the first round of coding was completed based on formative assessment characteristics, identifying the distinctive themes. When attempting a more detailed analysis, a second round of coding was conducted and the sub-themes were created and interpreted depending on the specific recurrent or similar comments.

CHAPTER 4: RESULTS

Introduction

The purpose of this study was to understand how English language instructors working at tertiary level perceive and put formative assessment into practice in their daily classroom activities in relation to student monitoring and student scaffolding as reported by themselves and what the underlying beliefs and assumptions they have regarding formative assessment are. The study also intends to explore if these practices varied depending on instructors' years of experience, the degrees they hold, and additional assessment training.

In this sense, this current study aimed to answer the following questions:

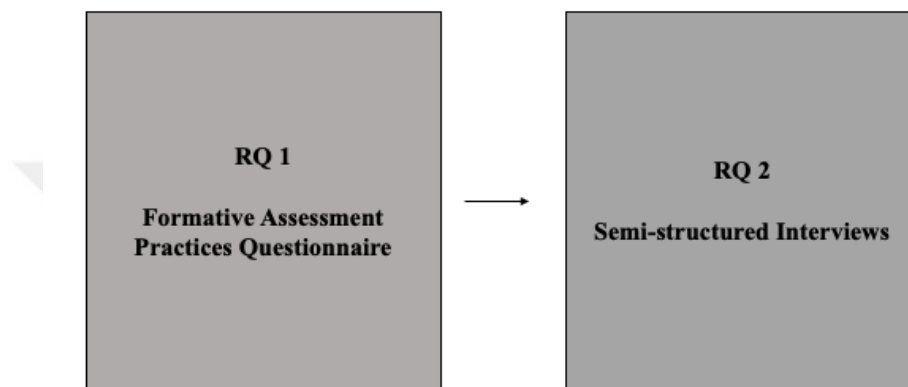
1. What are the English language preparatory school instructors self-reported formative assessment practices?
 - 1.1 Do these practices vary depending on:
 - i. their years of experience?
 - ii. the latest degree they hold?
 - iii. any other additional assessment training?
2. What are the perceptions of English language preparatory school instructors on formative assessment?

In this chapter, the results of the data analysis are presented concerning the research questions in relation to quantitative and qualitative data. The questionnaire was implemented to learn about the distinctive formative assessment practices in relation to perceived monitoring and perceived scaffolding and the obtained data was analyzed under these two primary themes. In addition to the quantitative data, the

interviews were conducted to gain more information about the practices and implementation of these practices in daily classroom activities. The interview data was also analyzed under the constructs of perceived monitoring and perceived scaffolding. Figure 5 below shows the data analysis stages.

Figure 5

Data Analysis Stages



Findings from the Questionnaire

The questionnaire was implemented to address the research questions given below.

1. What are the English language preparatory school instructors self-reported formative assessment practices?

1.1 Do these practices vary depending on:

- i. their years of experience?
- ii. the latest degree they hold?
- iii. any other additional assessment training?

In the questionnaire, instructors were asked questions about their formative assessment practices regarding monitoring and scaffolding that they mostly prefer to implement or not to implement in their teaching. The quantitative data was further

analyzed to highlight any significant differences among instructors concerning their (i) years of experience, (ii) degree, and (iii) additional assessment training.

For the *Perceived Monitoring* and *Perceived Scaffolding* constructs of the questionnaire, a 5-point Likert scale was applied. The range of the answers for each item in this section is as follows: 5 (strongly agree), 4 (agree), 3 (not sure), 2 (disagree) and 1 (strongly disagree). It has 33 items overall.

Descriptive statistics was used to analyze the items' mean and standard deviations. The mean scores and standard deviations were calculated for each item separately in monitoring and scaffolding. Then, the mean scores and standard deviations for the constructs were also analyzed separately. The descriptive statistics for both constructs can be found below in Table 10.

Table 10

Overall Descriptive Statistics for Perceived Monitoring and Perceived Scaffolding

Constructs	<i>M</i>	<i>SD</i>
Perceived monitoring	4.22	0.45
Perceived scaffolding	4.46	0.52

As Table 10 above represents, instructors prefer to implement formative assessment regarding monitoring and scaffolding practices with a mean of 4.22 (*SD* =0.45) and 4.46 (*SD* =0.52), respectively. The low score of standard deviation values indicate an agreement among instructors concerning both constructs. Moreover, with a slightly lower standard deviation value, participant instructors implement both monitoring and scaffolding practices, paying more attention to scaffolding (*SD* =0.52) when compared to monitoring (*SD* =0.45).

Perceived Monitoring

Instructors' practices and the detailed descriptive statistics report regarding all the items in the questionnaire in relation to perceived monitoring are given in Table 11 below.

Table 11

Descriptive Statistics for Perceived Monitoring

Item Description	<i>M</i>	<i>SD</i>
1. I encourage my students to reflect upon how they can improve their language learning.	4.40	0.56
2. After a test, I discuss the answers given with each student.	4.30	0.79
3. While working on their assignments, I ask my students how they think they are doing.	4.13	0.86
4. I involve my students in thinking about how they want to learn English at school.	4.00	0.69
5. I give my students the opportunity to decide on their language learning objectives.	3.27	0.98
6. I ask my students to indicate what went well and what went badly concerning their assignments.	4.13	0.86
7. I encourage students to reflect upon their learning processes and how to improve their learning.	4.23	0.67
8. I encourage students on their strong points concerning language learning.	4.20	0.61
9. I inform my students on their weak points concerning language learning.	4.33	0.66
10. I encourage my students to improve on their language learning processes.	4.43	0.56
11. I give students guidance and assistance in their language learning.	4.63	0.55
12. I discuss assignments with my students to help them understand the content better.	4.47	0.86

Table 11 (cont'd)*Descriptive Statistics for Perceived Monitoring*

Item Description	<i>M</i>	<i>SD</i>
13. I discuss with my students the progress they have made in learning English.	4.27	0.58
14. After an assessment, I inform my students on how to improve their weak points.	4.47	0.57
15. I discuss with my students how to utilize their strengths to improve on their assignment.	4.13	0.73
16. Together with my students, I consider ways on how to improve on their weak points.	4.17	0.91

As Table 11 above indicates, the descriptive analyses displayed that the instructors showed the tendency to rate the items positively and the mean score of each item was above 4, except for only item 5, which had the mean score of 3.27 ($SD = 0.98$) slightly under 4.

The mean scores presented on the table ranged from 3.27 to 4.63 out of 5. Furthermore, the standard deviation values obtained on the table ranged from 0.56 to 0.91. These values suggest that the instructors showed a low variance considering their monitoring practices as all the standard deviation values were lower than 1. Instructors mostly experience monitoring practices such as student encouragement and involvement activities as well as improving overall learning.

Regarding the conceptual framework of this study, it was found that participant instructors implement formative assessment in their daily classroom practices. The practice with the highest mean score ($M = 4.63$, $SD = 0.55$) was observed in item 11. Based on the mean score obtained from this item, it was concluded that through monitoring, instructors inform their students in relation to their language learning process by reflecting on their progress by guiding them.

It was also understood that instructors mostly adopt these formative assessment practices of guiding and assisting their students with the primary focus on supporting the idea of tracking student process.

As far as other high mean scores are concerned, item 11 is followed by item 12 item 10, item 14, item 1, item 4. In relation to the given mean values and standard deviations, it can be referred that instructors engage in discussions about assignments with their students to enhance the comprehension of the content taught ($M = 4.47$, $SD = 0.86$).

Moreover, following an assessment practice, instructors tend to provide their students with guidance on how to enhance their areas of weakness ($M = 4.47$, $SD = 0.57$). Additionally, instructors pay attention to motivate their students to improve their language learning processes ($M = 4.43$, $SD = 0.56$).

Instructors also try to inspire their students to find ways in which they can develop their overall language learning ($M = 4.40$, $SD = 0.56$). Also, it can be said that instructors encourage their students to contemplate the approaches they prefer to implement for their own language learning in the teaching environment ($M = 4.00$, $SD = 0.69$).

However, the only mean score below 4 was observed in the responses to item 5. It can be referred that from the instructors' point of views, not every instructor provides their students with the opportunity of determining their own language learning objectives ($M = 3.27$, $SD = 0.98$). As a result, the highest standard deviation suggested that there was also a higher variance amongst the participant responses in comparison with the other items.

As mentioned above, the results of the perceived monitoring were further analyzed to highlight any significant differences among instructors in relation to their (i) years of experience, (ii) degree, (iii) additional assessment training.

Table 12 below represents the Whitney U test results in relation to perceived monitoring and variances of the practices.

Table 12

Whitney U Test Results Regarding Perceived Monitoring

Variable	n	Mean Rank	Sum of Ranks	U	z	p
Years of experience						
0-10	10	15.20	152.00	97.000	-1.280	.895
11+	20	15.65	313.00			
Degree						
BA	11	15.50	150.70	104.500	1.021	1.000
MA/PhD	19	15.50	294.50			
Assessment						
Yes	13	13.15	171.00	80.000	-1.924	.200
No	17	17.29	294.00			

As Table 12 above indicates, it was found that there was no significant difference in relation to the abovementioned variables regarding perceived monitoring practices.

Perceived Scaffolding

In relation to perceived scaffolding practices, the detailed descriptive statistics of each item within the construct can be found below in Table 13.

Table 13

Descriptive Statistics for Perceived Scaffolding

	Item Description	M	SD
17.	I adjust my language teaching whenever I notice that my students do not understand a topic.	4.53	0.77

Table 13 (cont'd)*Descriptive Statistics for Perceived Scaffolding*

	Item Description	<i>M</i>	<i>SD</i>
17.	I provide my students with guidance to help them gain understanding of the content taught.	4.50	0.68
18.	During my class, students are given the opportunity to show what they have learned.	4.37	0.66
19.	I ask questions in a way my students understand.	4.63	0.66
20.	By asking questions during class, I help my students gain understanding of the content taught.	4.60	0.56
21.	I am open to student contribution in my class.	4.70	0.53
22.	I allow my students to ask each other questions using English during class.	4.53	0.68
23.	I ensure that my students know what areas they need to work on in order to improve their results.	4.13	0.68
24.	I give my students opportunities to ask questions.	4.70	0.53
25.	My students know what the evaluation criteria for their work are.	4.27	0.82
26.	I ensure that my students know what they can learn from their assignments.	4.17	0.79
27.	I can recognize that my students reach their language learning goals.	4.40	0.85

As Table 13 above indicates, the mean scores displayed in the table ranged from 4.13 to 4.7 out of 5. Moreover, the standard deviation values obtained ranged from 0.56 to 0.85. Similar to the perceived monitoring practices, instructors rated the items positively such as encouragement of student contribution in the classroom,

opportunities for students to become more active and realizing the strengths and weaknesses to improve learning.

Parallel to the perceived monitoring practices, it was observed from the data that instructors tend to use formative assessment practices as a way of showing scaffolding to their students as well. As a result, all the mean scores were higher than 4 without any exceptions. Along with the standard deviations lower than 1, obtained mean scores also show that instructors' practices displayed a low variance according to their scaffolding practices, too. As low variance indicates, the responses are similar to each other and there is a little variation. Instructors answered the questions similarly and consistent responses were obtained with regard to perceived scaffolding same as perceived monitoring practices.

Interestingly, item 22 and item 25 appeared with the same values both in terms of means and standard deviations, yet they stand out as the items with the highest mean scores. In this case, it can be referred that students are welcomed to participate in the classroom as much as they wish ($M = 4.70$, $SD = 0.53$) and instructors also provide their students with the chances to raise questions ($M = 4.70$, $SD = 0.53$), emphasizing the importance of active student involvement and participation in the classroom.

The highest mean scores values were followed by item 20, item 21, item 23 and item 28. Regarding the high mean scores and standard deviations mentioned above, instructors tend to phrase their questions in the classroom in a manner that their students can comprehend ($M = 4.63$, $SD = 0.66$), which leads to providing the necessary guidance at the right time according to students' levels. Moreover, instructors create an environment where students can pose questions in classroom to assist them in comprehending the content presented ($M = 4.60$, $SD = 0.56$).

Furthermore, instructors tend to modify their language and approach to teaching whenever they observe that their students are having a hard time understanding a topic ($M = 4.53$, $SD = 0.77$), which also supports the idea of providing necessary guidance at the right time depending on students' understanding. Additionally, instructors allow their students to use English and raise questions to each other using English during class ($M = 4.53$, $SD = 0.68$) to take more initiative from the students' perspective as well creating a more interactive classroom activity. Also, instructors' responses showed that they can identify and observe when their students achieve their language learning objective ($M = 4.40$, $SD = 0.85$).

Even though all the responses displayed a mean score higher than 4, the lowest mean score was observed in item 24. It can be referred that, instructors make sure that their students are aware of the areas that they need to focus more on to improve their language goals ($M = 4.13$, $SD = 0.68$). However, as the lowest mean score among all the items suggested, less emphasis is given to the practice of students recognizing their weaknesses to achieve their goals. Still, the item of item 24 suggested that there was a low variance among the responses; however, participant instructors showed less agreement on their practices.

Similar to the perceived monitoring, the results of perceived scaffolding were also further analyzed to highlight any significant differences among instructors in relation to their (i) years of experience, (ii) degree, (iii) additional assessment training.

In Table 14 below, the results of the Mann-Whitney U test in relation to perceived scaffolding can be found.

Table 14*Whitney U Test Results Regarding Perceived Scaffolding*

Variable	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>z</i>	<i>p</i>
Years of experience						
0-10	10	14.10	141.00	86.000	- .623	.533
11+	20	16.20	324.00			
Degree						
BA	11	16.82	185.00	90.000	- .631	.528
MA/PhD	19	14.74	280.00			
Assessment						
Yes	13	11.35	147.50	56.500	- 2.287	.022
No	17	18.68	317.50			

As shown in Table 14 above, instructors with additional assessment training ($n=13$) put less emphasis on their scaffolding practices compared to instructors without any training ($n=17$), $U=56.500$, $z=-2.287$, $p=.022$ with a large effect size $r=.41$ showing a significance difference. Interestingly, having no additional assessment training creates a significant difference in formative assessment regarding perceived scaffolding. In this sense, it was revealed that instructors without additional training put more emphasis on perceived scaffolding practices in their teaching ($p < .05$).

Findings from the Interviews

The interviews were implemented to address the research question given below.

2. What are the perceptions of English language preparatory school instructors on formative assessment?

The second research question aims to determine English language preparatory school instructors' understanding of formative assessment based on their daily practices and experiences.

The data obtained from the interviews were analyzed under two constructs in line with the questionnaire: perceived monitoring and perceived scaffolding. One last question in the interview asked instructors to share one effective formative assessment technique.

Perceptions of Monitoring

The table below represents the sub-themes that emerged in this study under the construct of perceived monitoring.

The sub-themes and their frequencies can be found below in Table 15.

Table 15

Most Distinctive Sub-Themes of Perceived Monitoring Emerged in Second Round Coding

Priori Theme	Sub-theme	<i>f</i>
PER_MON	Varied approaches	4
	Student involvement	5
	Student progress	7

As shown in Table 15, in relation to perceived monitoring, the interview results indicated that instructors tend to implement formative assessment practices primarily to observe student progress and encourage student involvement in the classroom through using varied approaches.

In this sense, one participant instructor (P4, Group B & D) particularly stated, “Everything in the class, everything that all the teachers doing in the class is formative assessments, actually.” One other participant instructor (P6, Group A & C) shared her thoughts supporting the idea of student involvement and said: “We let them work in pairs and we ask questions, and sometimes, we try to check by letting them write a short paragraph after the lesson.” Moreover, in terms of student

involvement, instructors highlighted that it is important to make students more involved in the process. For instance, while sharing her thoughts, one instructor (P5, Group B & D) explained, “It [formative assessment] helps them [students] monitor their own learning.” Moreover, the instructor also supported her thoughts, explaining the importance of diversity in a classroom and added, “... but also it helps differentiate where different students are because in a class, you're going to have stronger learners or you're going to have weaker learners. So, I think formative assessment can really help get an idea of where different people in a class are.”

However, overall, the instructors showed a slight disagreement on the effect of formative assessment on student involvement. More than half of them stated that they perceive formative assessment as a technique that is somehow related to student involvement in the teaching process. A few instructors believed that formative assessment increases student involvement if instructors alter the lesson depending on students, whereas others stated that it does not help a lot. In relation to the negative perceptions on student involvement, one participant instructor (P5, Group B & D) added, “It depends on the student. If they’re proactive in their learning and excited to learn, it increases their involvement and sometimes also draws in their friends.” One other instructor (P1, Group A & C) also explained that formative assessment sometimes helps and sometimes does not help increase student involvement and added, “They [students] still know that the teacher is going to give feedback on that thing, so ...Some are not into it, I know, but some really do a great job, and they really focus and do their best.” Another instructor (P2, Group B & D) shared, “To be honest, I cannot really say it helps to increase student involvement.” Additionally, one instructor (P4, Group B & D) explained her thoughts regarding formative assessment in writing classes and explained, “I mean, if they are in the classroom,

they write the paragraph because they're in the classroom, but I if I give the formative assessment as homework, only four or five students return to me from my class." As far as positive perceptions on student involvement are concerned, one instructor (P4, Group B & D) explained the situation and added, "It increases their involvement in, in which way, in that way and I try to ask the questions according to their interests or according to some daily situations or uh, some daily events."

Similarly, instructors highlighted the importance of a reflective process in students' learning to be able to understand how their learning is progressing. One instructor (P5, Group B & D) specifically stated, "They [formative assessment practices] are important for students to reflect on their own learning; be aware of their own learning and recognize not only errors, but areas of improvement that they are doing... Because they can actually see their progress." Similarly, one other instructor (P3, Group A & C) emphasized the importance of recognizing the importance of realizing one's own progress in learning and added, "But I feel like formative assessment is probably the best way to see if students are actually learning the language versus how well they can take an exam." Furthermore, one other instructor (P2, Group B & D) made similar comments and added, "They [students] are usually not aware of their strengths and weaknesses, and formative assessment is actually what it is for."

Moreover, almost all the instructors mentioned that following their students' progress is a key point in relation to formative assessment practices parallel to the tracking student process. Almost all instructors mentioned that formative assessment is very helpful in terms of observing their students' improvement throughout the teaching term. Formative assessment helps them understand how their students are learning and whether they are aware of their strengths and weaknesses. By observing

their students, instructors review their teaching style and techniques to create a better learning environment. While expressing her thoughts on student progress, one participant instructor (P1, Group A & C) added, "They prepare whatever it is that I give, and like it helps me a lot because I get to learn where they're making their mistakes." Another participant instructor (P5, Group B & D) also supported the idea that formative assessment helps instructors monitor student progress and shared:

Formative assessments help us, you know, kind of get a glimpse into how we're doing as teachers, how the students are improving. It informs us if we need to go back, you know, reassess something or review something. You see, OK, well, that didn't work.

Additionally, instructors recognize the importance of student monitoring in formative assessment especially concerning feedback practices and how it helps their students decide on their learning objectives. One instructor (P8, Group A & C) explained the importance of monitoring and added: "By the monitoring process... It's easier, it's more practical, and it gives our students, I think, more concrete feedback about our students learning and the input we give throughout the lessons, it's more observable from a point of an instructor." For instance, in relation to feedback, one of the instructors stated that "They [students] need to see what they can do well, what they cannot do, what they need to study more. So, I believe it is really important for our students to see their feedback to improve more."

Perceptions of Scaffolding

Table 15 below illustrates the sub-themes that emerged in this study within the perceived scaffolding construct. The sub-themes and their frequencies can be found below in Table 16.

Table 16

Most Distinctive Sub-Themes of Perceived Scaffolding emerged from Second Round Coding

Priori Theme	Sub-theme	<i>f</i>
PER_SCAFF	Purpose of assessment	8
	Teacher role	8
	Formative assessment process	8
	Formative assessment time	8
	Purpose of feedback	6
	Feedback type	8

As shown in Table 16, in relation to perceived scaffolding, the interview results indicated that instructors mentioned the purpose of their formative assessment practices and their role. They also mentioned how the formative assessment process occurs during teaching. Additionally, the effectiveness of formative assessment and feedback especially regarding feedback time and type were mentioned.

Concerning the purpose of scaffolding, one instructor (P6, Group A & C) explained her thoughts and added, "I try to choose the tasks, formative assessment tasks that give them confidence and I try to encourage them usually. So, I mean my goal is not forcing them to be successful all the time, but just I try to let them... let them see their mistakes first." Moreover, another instructor (P5, Group B & D) shared her thoughts and added, "... [instructors] provide feedback to students, also get feedback from them." Furthermore, one other participant (P7, Group B & D) made comments on giving proper scaffolding in relation to feedback and mentioned,

“Feedback is the key factor of formative assessment. And they can see their mistakes or their weak points while learning. They are aware of their strengths and weaknesses, and they can create their own strategies to learn a foreign language. Additionally, in relation to the purpose of (formative) assessment, instructors made both positive and negative comments. In terms of positive comments, instructors mostly stated that formative assessment is a great way to observe student learning. One instructor (P4, Group B & D) explained, " It [formative assessment] is really important. As you know, because we have to check the students and their understanding about the language and of course, we should be aware of their awareness.” Regarding observing student learning and progress, another instructor added (P7, Group B & D), “So, assessment is necessary and a needed thing so that we can see... So, we can see how students are doing.” Another instructor (P6, Group A & C) also shared similar thoughts and mentioned, “If I want to find an adjective for this, I exactly say that it is necessary. It is necessary. I mean the assessment is necessary to improve students’ performance, of course, to check their understanding.”

In terms of the role of the instructor in the process of formative assessment, instructors generally see themselves as a guide or someone who navigates the learning. One instructor (P1, Group A & C) shared her thoughts and explained, “Well, I feel like, my role is more like the observer, that’s how I feel it... So... What I do is: I observe what they’re doing; if they need my help, I’m there to help them, but I really want the job to be done by the students.” Another instructor (P5, Group B & D) made similar comments and added, “I’m a support system.” One instructor described the instructors’ role and mentioned, “Probably to facilitate the learning environment and provide feedback to the student, also get feedback from them.”

Another instructor (P8, Group A & C) also shared similar thoughts and said, “We are just like more guides guiding students that the expected potential, uh. outcomes of the learning.” One other instructor (P3, Group A & C) also made very detailed comments and added:

I mean, unless we create these perfect autonomous learners that we all seem to be trying to do, the teacher is going to be a crucial element in starting the process and facilitating the process. So, I mean, in terms of formative assessment in the classroom, I see myself as kind of the person who starts things out; kind of makes it, keeps it going and ultimately the person who gives feedback.

Regarding the instructors’ perceptions in relation to the application and management of formative assessment, they mostly observe that the process of scaffolding is shaped depending on the students which supports the idea of using varied approaches in monitoring as well. The determining factor can be either students’ level or interests. In terms of the student level, while sharing her thoughts, one instructor (P7, Group B & D) explained, “It [formative assessment] should be applied according to their levels.” Another instructor (P8, Group A & C) made a very similar comment and added, “So, the thing is, classroom level matters a lot.” Another instructor (P1, Group A & C) also supported the same comments and mentioned:

I try to use the classroom level. Because doing something really individual there is a little bit tricky, actually. Where I work at, we’re actually trying to put the students according to their level, so we don’t have like a variety of students where their levels are different, you know. Their levels are mostly the similar so that’s why I use the class as a focus group.

Instructors also made comments about shaping their process parallel to their students' interests as well. One instructor (P4, Group B & D) added, "It depends on their age, and it depends on their interests." Moreover, she also mentioned also added, "I try to ask some questions about their interests their hobbies sometimes. And the profile is also very important. You know, in big cities, the students are in different environments, but in other small villages their interests are more different than the others."

When instructors were asked about the most effective time to implement formative assessment, they usually emphasized that formative assessment is a constant process and there is no specific time to apply it. One instructor (P3, Group A & C) added, "I think it needs to be a constant process, like it can't stop just because the exam stopped." Another instructor (P6, Group A & C) explained that formative assessment is a combination of different practices at different times and mentioned,

All these things you talk about [formative assessment practices] are a part of a chain. So, they are separately valuable. For example, before the exam, what we usually do is we ask concept checking questions. We let them work in pairs and we ask questions. Sometimes, we try to check by letting them write a short paragraph after the lesson, for example if they really understand or not. These are all you know formative assessment.

Similarly, another instructor (P5, Group B & D) also added:

We apply them [formative assessment practices] in the classroom before the exams, we just get the right answers and during the lesson, we can understand again if they really comprehend or not, then we can plan our next lesson

accordingly. After the exam, I think this overall summary for us that really if we still miss some points or not during the whole period of learning.

However, instructors also mentioned that students' eagerness increases regarding formative assessment right before the exam. One instructor (P2, Group B & D) explained, "They care more before the exam I believe. So, it is helpful in all parts of the lesson, I believe, but the students take it more seriously right before the exam." One other instructor (P4, Group B & D) shared her thoughts and similarly added, "... but before the exams, students in our country, especially, are more related to studying before the exams."

In relation to feedback in scaffolding practices, instructors tend to acknowledge that feedback is a critical factor in formative assessment practices, all instructors paid particular attention to the importance of feedback in the process. They specifically emphasized that feedback is valuable for both instructors and students. Instructors shape their teaching and classroom activities, and students observe their strengths and weaknesses with the help of feedback. In relation to shaping teaching, one instructor (P1, Group A & C) shared her thoughts and added, "It [feedback] really helps me because I learn the things that needed to be focused on one more time; like the things that are not clear." Another instructor (P6, Group A & C) explained and added, "You cannot know if you don't assess them. If you don't evaluate them, you cannot understand if they really learn this language, this foreign language." One other instructor (P4, Group B & D) explained that formative assessment is crucial to understand how to continue and shape teaching and added:

While you are explaining a structure or a vocab or whatever it is, you must understand; you must realize that they have understood, they have got it or not. Because the other step is very important. Otherwise, if they don't

understand something you explain, you shouldn't go on. You shouldn't continue giving other things.

Instructors' perceptions on feedback also depend on their experiences. They either prefer to use individual or overall classroom feedback. It was observed from the interview data that instructors see formative assessment as an individual process and individual feedback is more helpful. To be clearer, one instructor (P3, Group A & C) added, "I much prefer individual feedback. I like talking to my students one-on-one. In writing in particular, it's a very like individual process." However, the number of students is a deterrent factor. When the classroom is crowded, instructors find it difficult to reach each and every student individually. One instructor (P8, Group A & C) explained and added, "Individual feedback generally, if our capacity of the class... Reachable like 20 students." Another instructor (P1, Group A & C) also made a very similar comment and added, "I had 28 students in my classes, so it made it very hard but individual feedback works the most, I think." Furthermore, they mentioned that the combination of both types is also valuable. One instructor (P7, Group B & D) added, "Individual feedback is more important than overall feedback. Yes, from time to time we have to give overall feedback if there are some common mistakes or common points that should be improved; overall feedback is OK, but individual feedback is necessary, I guess." Regarding the combination of both types, another instructor (P6, Group A & C) also added:

I think, I prefer both. Let's say first individual feedback, because individually their mistakes differ from each other. But I also want other students to hear about the mistakes or the other things. So, after giving individual feedback, I usually prefer at least one session to give overall feedback to other students.

Effective Formative Assessment Practices

In the last part of the interview, the participants' instructors were asked to share a formative assessment practice they implement and find useful in their teaching. Instructors repeatedly mentioned that formative assessment is not a particular practice but a constant process. However, using different practices, they try to integrate formative assessment into their daily teaching. Table 16 below represents the most common practices the instructors said they find effective and their codes. Instructors seem to implement formative assessment practices to stimulate interactive learning.

Table 17

Effective Practices Themes and Sub-themes and Their Codes

Theme	Theme Code	Sub-themes	<i>f</i>
Effective practice	EFF_PRAC	Effective practice_peer/pair activity	5
		Effective practice_group activity	3

As shown in Table 17 above, interactive activities such as peer and pair activities or group work were mentioned the most by the instructors. For instance, when one of the participant instructors (P2, Group B & D) shared her practice, she added: "There is not a really one thing. What I use most is peer feedback, to be honest. They always check with their partners, and I ask them to convince their partners to give their own answers."

Another instructor (P3, Group A & C) also explained her favorite activity and mentioned:

This (effective practice) was sort of like a modified group storytelling activity. So, what they do is they start with a single line. And if they are in groups, by the way, they start with a single line, and then they continue the story one by one, folding over the thing. I am sure you are familiar with it. Then what happens is that the finalized story goes to someone else and gets checked by someone else.

Like previous responses, another instructor (P4, Group B & D) noted interactive activities such as group work and explained: "Pair discussion is very useful for them because they can sometimes learn from their pairs. They can correct their mistakes also. The group works also... Group work also can be effective while they are checking their understanding." One other instructor also emphasized the pair activities and pair feedback and explained, "I put them in pairs, and I also ask them to give each other feedback. So, this peer observation sometimes helps."

CHAPTER 5: CONCLUSION

Introduction

This chapter begins with an overview of the study. Then, the main findings of the current study are presented about relevant literature concerning formative assessment practices and perceptions of English language instructors. Implications for practice and further research are also given. Lastly, this chapter covers the limitations of the study.

Overview of the Study

The primary purpose of this study was to understand the formative assessment practices of English language preparatory school instructors regarding student monitoring and student scaffolding and explore if these practices varied depending on instructors' years of experience, the degree they hold, and additional assessment training. The study also intended to explore the perceptions of these instructors concerning their practices and understanding of the nature of formative assessment.

In this regard, the following research questions were addressed:

1. What are the English language preparatory school instructors' self-reported formative assessment practices?
 - 1.1 Do these practices vary depending on:
 - i. their years of experience?
 - ii. the latest degree they hold?
 - iii. any other additional assessment training?

2. What are the perceptions of English language preparatory school instructors on formative assessment?

The quantitative data was obtained from 30 English language instructors who are working at a tertiary-level institution through a questionnaire regarding their formative assessment practices in relation to perceived monitoring and scaffolding to answer these research questions. The quantitative data was analyzed with the help of descriptive and inferential statistics via Statistical Package for Social Sciences (SPSS 24.0). Secondly, to answer research question 2, semi-structured interviews were conducted with eight voluntary instructors providing the qualitative data. Content analysis was implemented to analyze the qualitative data.

The chapter first presents the significant findings of this study concerning formative assessment practices and perceptions of English language instructors on formative assessment about the relevant literature. Next, it further explains the implications for practice and further research. Lastly, it ends with the limitations of the current study.

Discussion of the Major Findings

Formative Assessment Practices

Perceived Monitoring and Perceived Scaffolding

The study results revealed that formative assessment has become relatively more popular amongst instructors over the years, and instructors feel more knowledgeable and comfortable when it comes to talking about formative assessment practices. This result supports Tosuncuoğlu's (2018) study results explaining the necessity for new assessment practices for teachers to improve the quality of their instruction and turn their students into engaged language learners who can perform what they learn.

First of all, the most distinctive result emerged from this study revealed that there is a contradiction with Öz's (2014) study results in relation to teachers and instructors' beliefs regarding assessment. In his study, Öz (2014) found that participant teachers mostly relied on traditional methods. However, this current study showed that instructors paid more attention to student-based assessment practices to create a more interactive environment. Moreover, Sevime-Şahin (2021) supports the results of this current study and implies that the shift from traditional assessment to more student-centered assessment has been gaining more importance, emphasizing the necessity of observing student progress. Additionally, Özdemir-Yılmaz and Özkan (2017) also highlight the fact that especially in the tertiary, instructors tend to apply more student-centered assessment practices such as formative assessment.

Within the framework of this study, in relation to perceived monitoring, this current study shows that instructors prefer to implement formative assessment because it helps them guide and assist their students in their learning, which has already been indicated in the literature supporting the idea of tracking students' goals and their process. For instance, a study conducted by McMillan (2010) stated that the primary reason to use different forms of formative assessment is in-class student monitoring. Similarly, in their study, Pat-El et al. (2013) indicated that formative assessment is critical to tracking learning progress, primarily through student monitoring. In this sense, similarly, Önal and Karagül (2018) also suggest that formative assessment is beneficial for students to guide their own learning as well as helping them foster awareness on their progress. Moreover, this study's results also aligned with Tang's (2016) definition of formative assessment, which revolves around monitoring and controlling the learning process. Regarding the role of feedback in monitoring practices, instructors recognized the importance of feedback.

It is acknowledged by instructors that feedback is a crucial component in learning, emphasizing the importance of realizing students' strengths and weaknesses to improve the quality of their learning. In this sense, the study showed alignment with previous studies in the literature (Black & William, 1998a; Chappuis & Stiggins, 2002; Heritage, 2010).

Moreover, the study's results also indicated that instructors choose to use formative assessment because it promotes active student engagement and involvement in line with the previous studies. For instance, in their study, Chappuis and Stiggins (2002) state that formative assessment boosts learning and promotes active student involvement and engagement in the class. Like Chappuis and Stiggins's (2002) study, McManus (2008) highlights that in formative assessment practices, teacher involvement is not enough to enhance the quality of teaching. Moreover, active student engagement is also vital. Additionally, in terms of student engagement and involvement, the study results showed that monitoring practices also promote the idea of enhancing students' awareness and comprehension on their own learning. In this regard, the current study results aligned with Heritage's (2010) study, emphasizing the fact that formative assessment practices allow students not only to understand their learning objectives but also to utilize diverse strategies to control and improve their journey. Similarly, as Hudesman et al. (2013) suggest, formative assessment promote better comprehension of the taught subject and it cultivates a profound awareness of successful learning methods. Furthermore, instructors also state that they spend time talking to students to help them realize their strengths and weaknesses, similar to the findings of the previous studies conducted by Gallagher and Worth (2008), Pat-El et al. (2013) and Stiggins (2005), supporting the importance of observing what is correct or incorrect in the process to

improve the quality of learning. Furthermore, the current study also acknowledges the importance of how monitoring practices help setting goals for both students and instructors. Similar to Johnson and Graham's (1990) research, instructors recognize the importance of goal setting in improving performance and they also accept the fact that it also enhances students' achievement by offering insights into their learning. Moreover, as Surr (2018) also suggests, integrating goal setting practices in learning facilitates students' growth, fostering attributes such as taking ownership of their learning. However, in contrast to the results of OECD/CERI (2008) and other abovementioned studies (Johnson & Graham, 1990; Surr, 2018), the participant instructors in this study also stated that not all of them give their students the chance to choose their own learning goals, which runs counter to the idea of helping student set their own learning intentions.

In terms of tracking students' progress in relation to monitoring practices, instructors stated that monitoring helps students take accountability for their learning. Students understand how well they are doing in their learning and how close they are to reach their targeted learning goals. It has effects on student engagement and internalization of the learning process as well as self-assessment. Likewise, in a study conducted by Cagasan et al. (2020), teachers prefer formative assessment because it creates opportunities for students to use self-assessment in their learning. In this sense, the current study showed alignment with previous studies in the literature. For instance, Black et al. (2004) propose a shift in the role of students from being passive learners to active participants in their own learning, underscoring the importance of engagement rather than mere reception of information. Similarly, Sung et al. (2005) also indicate that self-assessment plays a pivotal role by enabling students to critically assess their work through increasing

student involvement in their learning journey. Moreover, Boud (1989) also promotes that self-assessment is a fundamental skill involving the ability to assess one's own work and grasp areas for improvement and develop the capacity for self-directed growth. However, in relation to using varied approaches and instructions, the results of the current study support the previous research conducted by OECD/CERI (2008). As OECD/CERI (2008) highlights, not every student is the same and the diversity in the classroom should be considered when teaching. In this sense, the results of this current study stated that instructors pay attention to their students' English level, background, hobbies, and interests prior to the implementation of any kind of activities including formative assessment practices. However, in contrast to the results of OECD/CERI (2008), the participant instructors in this study also stated that not all instructors gave their students the chance to choose their own learning goals.

Like monitoring practices, in terms of perceived scaffolding, the most common purpose of scaffolding was the fact that it allows students to take control over their learning process by becoming an active part of learning parallel to the studies that indicate similar findings. For instance, Chappuis and Stiggins' (2002) study results show, an assessment that involves students can boost learning and inspire students. Similarly, Pat-El et al. (2013) highlight that scaffolding through learning help students gain confidence and autonomy.

Furthermore, instructors stated that scaffolding is a support system for teaching and learning, promoting students to think about their approach to learning skills. Scaffolding also gradually promotes release of responsibility by enabling students take more accountability of their own learning. Moreover, students understand their progress and reassess their learning process to reach desired goals. In a similar vein, Costa and Kallick (2009) state that through scaffolding, students

learn how think and be aware of what they already know and also to recognize where their understanding is lacking. OECD/CERI (2008) also suggest that formative assessment enables students to possess a higher level of awareness about their learning process set more meaningful goals for themselves and they show proficient skills in selecting wide variety of learning strategies and managing their learning abilities.

Another popular response obtained from the instructors is related to active student participation in the class through scaffolding. The current study reveals that as part of perceived scaffolding, instructors create an atmosphere where their students can ask and answer questions easily which boosts the interaction in the classroom. Interaction in the classroom increase student involvement in the classroom and students become more active participants supporting the findings of Black et al.'s (2004) study which indicates that student should not be passive listeners in teaching process. It was also revealed that instructors adjust their language for their students to encourage them to practice more and become an active recipient in the learning process. As Black et al. (2004) also acknowledge in a previous study, students should play an active role in the learning process instead of a passive listener.

Moreover, instructors state that continuous scaffolding through feedback is essential to help students understand and internalize their learning. Feedback or continuous scaffolding allows students to see their strengths and weaknesses and work more on the parts that need to be improved. In this sense, the current study's results align with the studies in the literature. For instance, Bloom (1971) states that continuous feedback is essential to highlight students' strengths and weaknesses. Similarly, Guskey (2005) indicates that it is essential for students to understand their

strong and weak points to move forward in their learning process. One of the key results of this study also revealed that throughout scaffolding practices, instructors tend to change the implementation of it depending on their students. For instance, the participant instructors stated that it is needed to alter questions or practices if their students do not respond appropriately to the task or the question. Similarly, in the literature, Öz (2014) suggests that scaffolding enables teachers to alter or modify their teaching based on student improvement in order to enhance the quality of teaching. Additionally, van de Pol et al. (2010) suggest that scaffolding is an individual process so that it can change depending on the task or the characteristics of the students.

This study revealed that having no additional assessment training created a significant difference especially regarding scaffolding practices. It is possible to find research that support the findings of this current study's results. For instance, in literature, it is stated that teachers who have attended in formative assessment training demonstrates a more limited understanding of formative assessment (Alotaibi, 2018). This result is very important because teachers who have attended such trainings are expected to be more knowledgeable compared to those who have not attended (Nilsson, 2013).

However, this result stands out because it mostly contradicts the existing findings in the literature. literature findings primarily suggest that it is essential to attend professional development activities especially regarding formative assessment. For example, Tigelaar and Beijaar (2013) suggest that formative assessment itself can be used as a professional development tool for teachers to support professional learning and create a better understanding and perception of the concept of formative assessment. Furthermore, Herman et al. (2015) also highlight,

exposing teachers to training affects the process of formative assessment positively. Moreover, Bell and Cowie (200) also suggest that trainings in relation to the idea of assessment can also help raise awareness on formative assessment.

Perceptions of Instructors

The results of the current study revealed that instructors in this study made knowledgeable comments on formative assessment in contrast to studies that indicated insufficient knowledge and misconceptions regarding formative assessment perceptions (Gonzales, 2012; Widiastuti, 2020). For instance, Gonzales' study results show that teachers find formative assessment confusing. Similarly, the results of the study conducted by McMillan et al. (2010) show that teachers demonstrate insufficient knowledge when implementing formative assessment. Jenkins (2010) indicates that formative assessment needs to be embraced more, and greater recognition should be given.

Regarding instructors' perceptions, the results of the study revealed that the primary purpose of formative assessment is to help students become more autonomous and active in their learning, similar to the studies supporting student improvement and autonomy (Assessment Reform Group, 2002; Black & William, 1998a; Davison & Leung, 2009; OECD, 2005; Öz, 2014; Wiggins, 1993). Additionally, instructors also highlighted that one of the most valuable sides of formative assessment is that it enables teachers to follow the effectiveness of instruction and allows them to make necessary alterations for upcoming instruction periods. In this regard, the current study showed consistent results with the previous literature research. For instance, Greenstein (2010) suggests that formative assessment can be a guide for the following lessons. Likewise, Black and William (1998a) highlight that formative assessments give teachers the knowledge to change

or alter their lessons. Widiastuti (2020) also highlights that formative assessment allows teachers to alter and develop new teaching methods to provide their students with a better learning process.

The results also indicated that in formative assessment, instructors describe their role as someone who guides their students and facilitates learning. They do not take complete control over the learning process because they desire their students to become as active as possible. In this sense, the study's finding aligns with Moss and Brookhart's (2005) explanation of formative assessment, highlighting the collaborative nature in which teachers and students play an active role. What participant instructors highlighted the most was that instructors cannot define formative assessment as only one specific practice because they believe that everything can be a formative assessment practice when applied appropriately. In literature, it is also suggested that formative assessment is not limited to one specific practice or technique and should be considered a process (Gauntlett, 2007; Heritage, 2010; OECD/CERI, 2008). One interesting result drawn from the current study's results was the effectiveness of formative assessment depending on the implementation time. Even though most instructors stated that they pay more attention to the implementation of continuous formative assessment practices similar to the literature (Bloom, 1971; Broadfoot et al., 1999; Hancock, 1994; Heritage, 2007; McManus, 2008; O'Farrell, 2009; Wiggins, 1993) they also highlight that applying formative assessment right before exams is the most helpful time because students are used to the traditional summative testing, and they take summative assessment more seriously. The implementation of formative assessment practices before exams implies more frequent practices and greater emphasis on student-centered activities right before traditional exams such as midterms or finals. It is also

stated in the literature that because of the current educational policies, students tend to pay more attention to summative practices since they are used to traditional assessment methods (Alotaibi, 2019; Öz, 2014; Sung et al., 2005).

Similarly, Chen et al. (2013) state that university assessment has mostly summative purposes and more student-based assessment practices been sought to implement in teaching. The participant instructors in this current study also mentioned that although they genuinely want to implement formative assessment, some restrictions prevent them. For instance, since formative assessment is more of an individual process, the number of students directly affects the quality of formative assessment practices.

As feedback is a huge and critical part of formative assessment, all participant instructors mentioned how valuable and necessary feedback is to improve teaching and learning. Instructors find feedback effective regarding student development, identifying students' strengths and weaknesses, observing student processes, and making necessary adjustments in the teaching; through feedback, students see their development, and teachers understand how effective their teaching is. Moreover, in literature, it is possible to see studies that support the importance and necessity of feedback in teaching (Acar-Erdol & Yıldızlı, 2018; Black & William, 1998a; Bloom, 1971; Chappuis & Stiggins, 2002; Coombe, 2018; Gauntlett, 2007; Guskey, 2005; OECD/CERI, 2008; Pat-El et al., 2013; Tang, 2016). This study also revealed that individual feedback is more helpful to students than overall classroom feedback. Parallel to Chappuis and Stiggins's (2002) and Guskey's (2005) study results, formative assessment is primarily an individual process, so students need to see their improvement individually to work more on their strengths and weaknesses.

Lastly, when it comes to the comparison of the quantitative and qualitative data obtained as a result of this current study, it is possible to say that these data complementary in nature to one another. Quantitative data results indicated that instructors aimed to support student responsibility, motivation and language learning skills through raising awareness on setting reachable goals to monitor learning. In the same vein, qualitative data also emphasized the importance and necessity of monitoring student involvement and development and providing support, guidance, feedback and scaffolding, when necessary, especially based on participant instructors' comments.

Effective Practices

Regarding effective teaching practices, instructors clearly stated that no specific assessment is to be considered formative; however, everything in a classroom can fall under this category when appropriately applied. Hence, instructors in this study highlighted that they prefer assessments that involve students and help them become more active in the classroom. The instructors prefer interactive activities that increase student engagement in the classroom. Additionally, instructors mostly try to find practices that include pair or group work because they desire their students to play a more active role in teaching and learning. In literature, it is also mentioned in several previous studies that peer or group work promotes student engagement and helps students become more aware of their learning (Acar-Erdol & Yıldızlı, 2018; Black et al., 2007; Gauntlett, 2007; Mulder et al., 2014; Sung et al., 2005).

Implications for Practice

It is possible to make some recommendations based on the findings of this study. It is also possible to say that the implementation of formative assessment

practices may vary depending on instructors own understanding and knowledge, along with their cultural or educational upbringing. So, in this sense, implementation of such practices may change depending on individuals' perspective. To be able to minimize these variances among teachers or instructors, it could be beneficial to take initiative on standardized formative assessments, especially embedded in the national curricula. Having a specific set of requirements depending on the optimal formative assessment practices as described in the literature could help the standardization of these practices.

It can be also said that even though the participant instructors in this study were primarily familiar with the concept of formative assessment, it is still acknowledged that formative assessment in general needs more attention. For instance, it would be helpful to broaden the extent of the testing courses at the level of bachelor's degree to introduce pre-service teachers or instructors to more student-centered assessment practices such as authentic or dynamic assessment, formative assessment or AFL. Moreover, testing courses could have two sections. The first section could explain the theoretical lenses regarding assessment practices and the second section could focus more on practical experiences.

Instructors in this study also indicated that formative assessment is more effective when students are supported individually. As summative assessment practices usually take place as a classroom in the format of test-taking, formative assessment requires more personal interaction and involvement. However, contextual variables affect assessment practices. Even though teachers or instructors are knowledgeable about formative assessment, curriculum, national testing requirements, classroom structure or number or level of the students affect the implementation of such practices. For instance, many institutions already have pre-

determined testing requirements. Some classrooms have more than 25 students. As Cagasan et al. (2020) also highlight, formative assessment pedagogy, culture and classroom population limit effective formative assessment practices. Considering such factors, it would be important to revisit some contextual variables and make improvements related to them.

Participant instructors also paid a lot of attention to how important and necessary feedback is. However, feedback in this process should be accurate and constructive. In this sense, it is also essential to teach how to give proper and constructive feedback. It needs to be understood that feedback is to help students gain more confidence by recognizing their strengths and weaknesses so teachers should restrain from being too vulgar when it comes to giving and also receiving feedback.

Implications for Further Research

Some suggestions can be made for further research based on the findings of this study. To begin with, this study is a mixed-method case study including a questionnaire and semi-structured interviews. However, it was only implemented in one context with a limited number of instructors. This study can be modified and implemented with a larger population in various contexts to gain a deeper understanding of practices and perceptions of English language instructors on formative assessment. Moreover, this current study was conducted at the tertiary level, so future studies could also be implemented at other levels such as K-12. Moreover, in this sense, this study can also be implemented in a different context to compare different types of schools such as state or foundation.

Additionally, this study adopted an explanatory research design. In further studies, it is possible to implement this study in an experimental design to be able to

understand a relationship between formative assessment and any related factors such as teacher training or classroom population. Moreover, the data in this study was collected through only a questionnaire and semi-structured interviews. Other data collection instruments could be used in further studies, such as observations, field notes, reflective journals, lesson plans, or diaries to understand practices and perceptions better.

Besides, further research could focus on a specific skill of English such as reading, speaking, writing, or listening to be able to gain insight in relation to formative assessment and its effect on practical skills.

Furthermore, this study only focuses on instructors' practices and perceptions, whereas another study could work on students' points of view and perspectives concerning their experiences with formative assessment. The effect of formative assessment on students' success and learning could also be heard from students.

In addition, other stakeholders' perceptions can be explored in future studies because this study only focuses on English language instructors. The department's administrators or other responsible offices, such as Material Development, Curriculum, and Assessment, can be included to gain another perspective to increase the richness of the data.

Lastly, training on formative assessment can be increased or offered to teachers or instructors as a part of professional development within the institutions. In this way, the implementation of formative assessment practices can be made more professional and informed through such training.

Limitations of the Study

There are a few limitations regarding this study. First, this study was conducted as a case study in one university, so the questionnaire was only applied in

one context: English Preparatory School at a foundation university in İzmir, so the demographic data did not vary remarkably.

The limited number of participant instructors made it impossible to run some statistical tests. Therefore, some categories were needed to be merged. For instance, only a few participant instructors hold a PhD, so in this sense, MA and PhD variables were combined.

In relation to the instructors, it is possible to have anxiety when attending such a study, thus affecting honesty of their responses. Consequently, response biases might also occur. Furthermore, among the instructors, having a different background, education or overall training were also considered as limitations.

Additionally, the questionnaires were distributed online via e-mail. In this regard, the lack of face-to-face interaction made it impossible to ensure whether every participant could reach or complete the questionnaire. Similarly, the semi-structured interviews were also completed online so that the researcher could not observe the body language and gestures of the participant instructors. Additionally, time was a problem regarding data collection. Because of the time restrictions, the researcher could not reach more instructors to collect more responses.

The study also initially aimed to determine the variances of these practices depending on instructors' gender, years of experience, latest degree, and any other additional assessment training. However, the Department of English Language Teaching and preparatory schools have been a female-dominant field, so the distribution between the males and females was unequal regarding participants. In this regard, a larger population in various settings could help draw different conclusions. In this regard, the researcher had to alter the research questions in this current study.

Lastly, even though this study had some limitations, this current study contributes to the understanding formative assessment practices. Particularly, the shaping of monitoring and scaffolding concepts according to such practices contributes to a better understanding of the relationship between English language teaching and assessment in Türkiye.



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Appendix A

Formative Assessment Practices Questionnaire

This questionnaire is to understand the classroom practices of EFL instructors regarding AFL. The questionnaire also aims to find out the relationship between the classroom practices of instructors and their gender, years of experience, the degree they hold and their (additional) assessment training.

I. Personal Information

Please read and answer the questions.

1. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other

2. How many years of experience do you have in English teaching?

- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16+

3. What is the degree you hold?

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate

4. Do you have any additional assessment training? (Certificate, seminar, webinar)

- ☐ Yes
- ☐ No

5. If yes, please provide more information:

- Certificates (please specify)
- Seminars (please specify)
- Webinars (please specify)
- Other (please specify)

Please check the answer that is the most relatable to you using the following scale:

Strongly Disagree

Disagree

Not Sure

Agree

Strongly Agree

II. Perceived Monitoring

	Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	I encourage my students to reflect upon how they can improve their language learning.					
2.	After a test, I discuss the answers given with each student.					
3.	While working on their assignments, I ask my students how they think they are doing.					
4.	I involve my students in thinking about how they want to learn English at school.					
5.	I give my students the opportunity to decide on their language learning objectives.					
6.	I ask my students to indicate what went well and what went badly concerning their assignments.					
7.	I encourage students to reflect upon their learning processes and how to improve their learning.					
8.	I encourage students on their strong points					

	concerning language learning.					
9.	I inform my students on their weak points concerning language learning.					
10.	I encourage my students to improve on their language learning processes.					
11.	I give students guidance and assistance in their language learning.					
12.	I discuss assignments with my students to help them understand the content better.					
13.	I discuss with my students the progress they have made in learning English.					
14.	After an assessment, I inform my students on how to improve their weak points.					
15.	I discuss with my students how to utilize their strengths to improve on their assignment.					
16.	Together with my students, I consider ways on how to improve on their weak points.					

III. Perceived Scaffolding

	Item Description	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
17.	I adjust my language teaching whenever I notice that my students do not understand a topic.					
18.	I provide my students with guidance to help them gain understanding of the content taught.					
19.	During my class, students are given the opportunity to show what they have learned.					
20.	I ask questions in a way my students understand.					
21.	By asking questions during class, I help my students gain understanding of the content taught.					
22.	I am open to student contribution in my class.					
23.	I allow my students to ask					

	each other questions using English during class.					
24.	I ensure that my students know what areas they need to work on in order to improve their results.					
25.	I give my students opportunities to ask questions.					
26.	My students know what the evaluation criteria for their work are.					
27.	I ensure that my students know what they can learn from their assignments.					
28.	I can recognize that my students reach their language learning goals.					

Appendix B

Formative Assessment Practices Questionnaire Informed Consent Form

INFORMED CONSENT FORM

Dear EFL instructors,

You are invited to participate in a study about AFL/formative assessment practices that I am currently conducting as a part of my master's program in Teaching English as a Foreign Language at İhsan Doğramacı Bilkent University.

The study aims to find out the formative assessment classroom practices of EFL instructors at tertiary level by using the questionnaire for Formative Assessment Practices. The study intends to explore the variances of these practices depending on instructors' years of experience, the degree they hold and their (additional) assessment training.

Participation in this study is voluntary, and you have the right to withdraw from the study at any time for any reason. Your participation will be valuable to increase understanding of formative assessment practices.

If you choose to participate, your answers will be anonymous and your responses, or any other identifiable information will not be shared with any other third parties. Only the researcher in this study will have access to the information you share. Your responses will only be used for conducting and disseminating research.

The questionnaire takes about 15 minutes to complete.

We would appreciate your honesty and sincerity. Please answer as honestly as you can. Thank you for your time and participation.

Damla Sena Ercazip

English Language Instructor

MA in TEFL, İhsan Doğramacı Bilkent University

Appendix C

Interview Protocol

Formative assessment is defined as “the process of uncovering and understanding what students know in order to determine the best path to learning” (Greenstein, 2010, p.2).

Summative assessment is defined as “the traditional way to gather information about student learning is through summative assessment—a test, sometimes teacher-generated, sometimes common across classrooms and content areas, and sometimes standardized, given at the end of instruction for the purpose of measuring achievement” (Greenstein, 2010, p.2). Summative assessment is used for evaluating student learning at the end of the instruction by grading their final work (e.g., a midterm exam, a paper, a project), whereas formative assessment is used for monitoring student learning throughout the instruction process in order to improve teaching and learning (e.g., asking questions, exit tickets, concept maps).

This study is an explanatory mixed method research. In the first part of the study, the participants are asked to complete a questionnaire. As the second part of the study, this semi-structured interview aims to get an in-depth understanding of formative assessment practices and perceptions of English language instructors at tertiary level. This interview mainly focuses on two subcategories of formative assessment: *perceived monitoring and perceived scaffolding*.

The interviews will be conducted for the purpose of promoting and understanding of the perceptions of English language instructors based on their experiences and beliefs.

- The interview will last approximately 30 minutes. It consists of 3 main questions and 7 follow-up questions. The interview will be recorded.
- Participants' answers will be anonymous.
- Participants' identity will be kept unknown.

Interview Questions

Warm-up questions

1. How do you feel about assessment in general?
2. How does assessment help your students in general?

Perceived Monitoring

Question 1: In your opinion, what is the place of formative assessment in English teaching?

- How does formative assessment help you monitor your students' learning?
- How does giving feedback help your students?
 - Do you usually prefer to give individual feedback or overall feedback to the class? Why?
- How does formative assessment help you increase student involvement in the classroom?

Perceived Scaffolding

Question 2: In your opinion, what is the role of the teacher in the process of formative assessment?

- How does formative assessment help your students monitor their own learning?
 - How do you formulate the process of formative assessment depending on the classroom level and student profile?
 - When do you think is the formative assessment practices are the most effective? (Before, during or after a class/an exam)

Question 3: Can you share one effective formative assessment technique that you prefer to implement in your classes?

- Do you modify this technique based on your students' level?
- Is it possible to practice this technique in each English skill such as listening, reading, writing, or speaking?

Appendix D

Interview Consent Form

INTERVIEW CONSENT FORM

By accepting the consent form, you agree that:

1. You have been given sufficient information about this research. The purpose of participation in this study has been explained to me.
2. You allow the researcher to record this interview.
3. You allow the researcher to take written notes during the interview.
4. You are voluntarily taking part in this interview. You understand that you do not have to take part and you can stop the interview at any time.
5. You have been informed about the confidentiality of your private data. The obtained data will only be used for conducting and disseminating research.

Do you agree to participate in this research voluntarily? Please state loudly.

Appendix E

İhsan Doğramacı Bilkent University Ethical Approval Form


Bilkent Üniversitesi
 Akademik İşler Bektir Yardımcılığı

Tarih : 8 Haziran 2022
Gönderilen : Dilela Sena Encarizip
Tez Danışmanı : Erdal Çataloğlu
Gönderen : H. Altay Güvenir
 İnsan Araştırmaları Etik Kurulu Başkanı
Konu : "Formative ..." çalışması etik kurul onayı

Üniversitemizde İnsan Araştırmaları Etik Kurulu, 8 Haziran 2022 tarihli görüşme sonucu, "Formative Assessment practices of EFL teachers at tertiary level: A case study" isimli çalışmanız kapsamında yapmayı önerdiğiniz etkinlik için etik onay vermiş bulunmaktadır. Onay, ekte verilmiş olan çalışma önerisi, çalışma yürütücüleri ve bilgilendirme formu için geçerlidir.

Bu onay, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmedir. Çalışmanızda, konunuzun değerlendirilmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlünüz.

Korid-19 salgını nedeniyle kısımlı olan kısıtlamaların yürürlükte olduğu süreç içinde, tüm komite toplantıları elektronik ortamda yapılmaktadır; aşağıda isimleri bulunan Bilkent Üniversitesi Etik Kurulu Üyeleri adına bu yazıyı imzalamaya yetkisi kurul başkanımızdadır.

Etik Kurul Üyeleri:

Unvan / İsim	Bölüm / Uzmanlık	
Prof.Dr. H. Altay Güvenir	Bilgisayar Mühendisliği	Başkan
Prof.Dr. Erdal Onur	Hukuk	Üye
Prof.Dr. Halil Özkan	Elektrik ve Elektronik Müh.	Üye
Doç.Dr. Işık Yulug	Moleküler Biyoloji ve Genetik	Üye
Dr. Öğr. Üyesi Barış Ayşen Örgen	Psikoloji	Üye
Dr. Öğr. Üyesi Didem Özkul McGeoch	İletişim ve Tasarım	Yedek Üye
Dr. Öğr. Üyesi A.Barış Özbilen	Hukuk	Yedek Üye

Kurul karar/toplantı No: 2022_06_08_02

Bilkent Üniversitesi, 06080 Bilkent, Ankara • Telefon: (312) 290 12 11 • (312) 290 12 14 • Faks: (312) 290 41 52

Appendix F

Participant University Ethical Form

Toplantı Tarihi: 09.12.2022

2022-2023 Akademik Yılı Toplantı Sayısı: 62

GÜNDEM 9:

Yabancı Diller Yüksekokulu Müdürü'ne 25/11/2022 tarih ve 36426 sayılı yazısı ile sunulan; Yüksekokulumuz ders saat ücretli Öğrt. Göc. Damla Sema ERCAZİP'in Bilkent Üniversitesi'nde yapmakta olduğu "Formative Assessment Practices and Perceptions of English Language Preparatory Class Teachers at Tertiary Level" başlıklı tez çalışması kapsamında; Üniversitemiz İngilizce Hazırlık Sınıfı öğretim görevlilerine uygulamayı planladığı anket çalışmasına ilişkin Etik Komisyonu onay talebinin görüşülmesi.

GÖRÜŞME ve KARAR:

Etik Komisyonu 09.12.2022 Cuma günü, başkanlığında, dijital ortamda toplanarak gündem maddesini değerlendirmiş ve tüm üyelerin oybirliği ile aşağıdaki karar alınmıştır.

KARAR 9:

Yabancı Diller Yüksekokulu Müdürü'ne 25/11/2022 tarih ve 36426 sayılı yazısı ile sunulan; Yüksekokulumuz ders saat ücretli Öğrt. Göc. Damla Sema ERCAZİP'in Bilkent Üniversitesi'nde yapmakta olduğu "Formative Assessment Practices and Perceptions of English Language Preparatory Class Teachers at Tertiary Level" başlıklı tez çalışması kapsamında; Üniversitemiz İngilizce Hazırlık Sınıfı öğretim görevlilerine uygulamayı planladığı anket çalışmasının uygunluğuna oy birliği ile karar verildi.

ASLI GİBİDİR

Appendix G

E-mail to the Instructors

Dear colleagues,

First of all, I would like to take this opportunity and say thank you very much to everyone who has been very kind, helpful and welcoming to me. As one of the newest members of this community, I feel very lucky.

As some of you might know, I am about to complete my master's program in Teaching English as a Foreign Language (TEFL) at Bilkent University. I am mainly working on *"Formative Assessment Practices and Perceptions of EFL instructors."*

In this regard, I would be so grateful if you could complete the questionnaire below. It is all in English and it takes roughly 10 minutes.

You can also find the ethical approval form attached. The informed consent form is also embedded in the questionnaire itself.

The questionnaire link: <https://forms.gle/m8ZhtbuRNNmHYw4f8>

Once again, thank you very much for your support and collaboration.

Best,

A redacted signature consisting of a solid red horizontal line.