

AN ANALYSIS OF ENGLISH LANGUAGE TESTING AND  
EVALUATION COURSE IN ENGLISH LANGUAGE TEACHER  
EDUCATION PROGRAMS IN TURKEY: DEVELOPING LANGUAGE  
ASSESSMENT LITERACY OF PRE-SERVICE EFL TEACHERS

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY

SEVGİ ŞAHİN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY  
IN  
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

JANUARY 2019



Approval of the Graduate School of Social Sciences

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## ABSTRACT

### AN ANALYSIS OF ENGLISH LANGUAGE TESTING AND EVALUATION COURSE IN ENGLISH LANGUAGE TEACHER EDUCATION PROGRAMS IN TURKEY: DEVELOPING LANGUAGE ASSESSMENT LITERACY OF PRE-SERVICE EFL TEACHERS

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January 2019, 353 pages

This thesis aims to draw a detailed portrait of the status quo of *English Language Testing and Evaluation Course* (ELTEC) in the English Language (EL) Teacher Education Programs in Turkey focusing on the construct of language assessment literacy (LAL) for prospective EFL teachers. To this end, it examines how ELTEC instructors plan, teach, and assess in the ELTEC, the problems encountered; suggestions and solutions to these problems for effective LAL development as well as pre-service EFL teachers' evaluation of their LAL training in the ELTEC. Designed as a convergent parallel mixed-methods research, the data came from 36 ELTEC syllabi, semi-structured interviews with 21 ELTEC instructors, and a LAL training questionnaire administered to 846 pre-service EFL teachers. The quantitative data were analyzed using SPSS while the qualitative data were analyzed following a multiple-phased systematic content analysis. The findings show that one single language testing and assessment (LTA) course is not sufficient to cover the required theoretical and practical knowledge and skills to effectively develop LAL. In general ELTEC in Turkey reflects the features of summative

assessment rather than formative assessment heavily emphasizing traditional testing tools. The findings also reveal that major learning objectives of the ELTEC are related to contents of test and testing types, assessing language skills and language areas, and principles of a good test with more focus on theoretical aspect of language testing and assessment and less emphasis on its practical aspect especially due to time limitation. Moreover, the pre-service EFL teachers evaluate their LAL training in the ELTEC sufficient in general, however, exhibiting less satisfaction in terms of alternative assessment tools, formative assessment, and assessing productive skills.

**Keywords:** English Language Teacher Education Programs, Language Assessment Literacy, Pre-service EFL Teachers, English Language Testing and Evaluation Course

## ÖZ

### TÜRKİYE’DEKİ İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMLARINDAKİ İNGİLİZCE ÖĞRETİMİNDE ÖLÇME VE DEĞERLENDİRME DERSİ ÜZERİNE BİR ARAŞTIRMA: İNGİLİZCE ÖĞRETMEN ADAYLARININ DİL ÖĞRETİMİNDE ÖLÇME DEĞERLENDİRME OKURYAZARLIĞINI GELİŞTİRME

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Ocak 2019, 353 sayfa

Bu çalışma, Türkiye’deki İngiliz Dili Öğretimi Programlarında, İngilizce öğretmen adaylarının Yabancı Dil Öğretiminde Değerlendirme Okuryazarlığını geliştirmek ve arttırmak için okutulan *İngilizce Öğretiminde Ölçme ve Değerlendirme* dersinin mevcut durumunu detaylı bir şekilde araştırmayı amaçlamaktadır. Bu doğrultuda, bu çalışmada öğretim elemanlarının İngilizce öğretiminde ölçme ve değerlendirme dersini planlama, öğretim ve öğrenci değerlendirmelerini nasıl gerçekleştirdikleri, dersin planlama ve öğretiminde karşılaşılan problemler ve çözüm önerileri, İngilizce öğretmen adaylarının, İngilizce Öğretiminde Ölçme ve Değerlendirme dersinde aldıkları eğitimi nasıl değerlendirdikleri incelenmektedir. Araştırmanın verilerini öğretim elemanları tarafından hazırlanan 36 ders izlencesi, İngilizce Öğretiminde Ölçme ve Değerlendirme dersini veren 21 öğretim elemanı ile yapılan yarı yapılandırılmış görüşme ve de İngilizce Öğretmenliği programında okuyan 846 İngilizce öğretmeni adayına uygulanan anket oluşturmaktadır. Nicel veriler SPSS İstatistik Programı ile betimsel veri analizi yapılarak incelenmiş olup,

nitel veriler ise içerik analizi yöntemi ile analiz edilmiştir. Bulgular, İngiliz Dili Öğretimi Programlarında İngilizce Öğretiminde Ölçme ve Değerlendirmeye yönelik tek bir dersin, gerekli teorik ve uygulamaya yönelik bilgi ve becerilerin öğretimi için yetersiz olduğunu ortaya koymuştur. Ayrıca, Türkiye'de İngilizce Öğretiminde Ölçme ve Değerlendirme dersinin sonuç değerlendirme özelliklerini yansıttığı ve de yoğun olarak geleneksel ölçme araçlarına odaklanıldığı görülmüştür. İngilizce Öğretiminde Ölçme ve Değerlendirme dersinin öne çıkan temel öğrenme kazanımlarının ve konularının test ve test türleri, dil becerilerinin ölçme ve değerlendirilmesi, iyi bir sınavın özellikleri olduğu ve de daha çok teorik odaklı eğitim verilerek uygulamada yetersizlikler olduğu sonucuna ulaşılmıştır. İngilizce öğretmen adayları genel olarak Yabancı Dil Öğretiminde Değerlendirme Okuryazarlık eğitimlerini yeterli bulurken, özellikle alternatif ölçme ve değerlendirme araçları, biçimlendirici değerlendirme ve de yazma ve konuşma dil becerilerinin değerlendirilmesi gibi konularda yetersiz buldukları saptanmıştır.

**Anahtar Kelimeler:** İngiliz Dili Öğretimi Programları, Yabancı Dil Değerlendirme Okuryazarlığı, İngilizce Öğretmen Adayları, İngilizce Öğretiminde Ölçme ve Değerlendirme Dersi



To My Mother Canan Dađ

Anneciđim Canan Dađ'a

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the following people for their support and contributions to the successful realization of this dissertation. I owe a debt of gratitude to all of them because this dissertation would not have been accomplished without their guidance and soothing company.

First and foremost, I would like to thank from the bottom of my heart my supervisor, Assoc. Prof. Dr. Çiler Hatipoğlu, whose endless encouragement, great guidance and support from the very early to the final stage of this dissertation enabled me to develop a better understanding of the subject and take up the challenges in every step of the dissertation. I am greatly indebted for her invaluable contributions, substantial feedback, and her heart-whole smile and hugs that have always helped me overcome the tiring and stressful moments of this long journey. This study wouldn't have been accomplished without her endless support, infinite patience, never-ending and deeply encouraging enthusiasm for research. It has been a great privilege to have her as my supervisor and as a very successful role model from the very beginning of my academic career.

I would also like to express my deepest gratitude to the jury members of my thesis advisory committee, Prof. Dr. Özgür Erdur-Baker and Assoc. Prof. Dr. Perihan Savaş for their constructive feedback, thought-provoking questions, and tremendously helpful suggestions, which have significantly contributed to this dissertation. I would like to extend my gratitude to the other jury members, Prof. Dr. Dinçay Köksal and Assist. Prof. Dr. Necmi Akşit for their invaluable suggestions and contributions to this dissertation.

My special thanks go to the instructors I have interviewed in the data collection process of this dissertation for sparing some of their precious time to answer

my long questions, for their invaluable responses, suggestions, and exhibiting such heartwarming attitudes. I have learnt so much from their experiences, and their answers have contributed significantly to the completion of this dissertation. I am also grateful to my dear friend Dr. Serkan Gürkan for his invaluable support and help he provided me during the challenging task of collecting the questionnaire data from the pre-service EFL teachers from various universities. At this point, I should express my gratitude to all of the students who spared their time to fill out the questionnaire, most of whom have probably been working as an EFL teacher for some time now. This dissertation would also not have been possible without their participation.

I am deeply indebted to my friends and colleagues Dr. Zeynep Kızıl, Sevgen Özbaşı, Cansu Hazal Güçlü, Saadet Zoraloğlu, Dr. Merve Koştur, and Elif Kutlugün for their endless emotional support, valuable suggestions, but most importantly for always being there to soothe and encourage me at times when everything seemed hopeless and impossible. My special thanks also go to my friend and office mate Sevgen Özbaşı for her invaluable support to transcribe the interviews, for her warm smiles and her dramatic idiosyncratic entrance to our office, which has always cheered me up throughout the process of writing the thesis.

Finally and most importantly, my heart-felt gratitude goes to my family, to my parents Canan Dağ and Osman Şahin; my sisters Ayşe Senir and Şükran Saz, and my grandfather Mustafa Şahin for their unconditional love, prayers, and well-wishes, infinite patience and enormous emotional support, care, and belief in me throughout this process. I would like to thank My Mom, Canan Dağ in particular for being the greatest and self-sacrificing mother who has always been by my side in every possible way. Thank you for bringing light into my mind and soul by opening the door with a plate full of fruits in your hand; thank you for worrying about me during the sleepless nights due to the endless hours of study in front of the computer. Thank you for being my mother! No

words can actually reflect my great appreciation to my Mom and sisters for their support. Lastly, I offer my regards and appreciation to all the people in my life who in any respect supported me during the completion of this dissertation.

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## LIST OF ABBREVIATIONS

AoL	Assessment of learning
AfL	Assessment for learning
CoHE	Council of Higher Education
ELIT	English Language and Literature
EL	English Language
ELT	English Language Teaching
ELTEC	English Language Testing and Evaluation Course
FLE	Foreign Language Education
FLTE	Foreign Language Teacher Education
Instr.	Instructor
LAL	Language Assessment Literacy
LTA	Language Testing and Testing
MoNE	Ministry of National Education
S.	Student
TESOL	Teaching English to Speakers of Other Languages

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. Presentation**

In this chapter, the background to the study, statement of the problem, the purpose of the study, the necessity and importance of language teachers' Assessment Literacy in general and Language Assessment Literacy (LAL) specifically are presented and discussed. Following these sections, the significance of the study and the research questions to be investigated are stated.

#### **1.2. Background to the study**

Testing and assessment are fundamental components of any curriculum (Alderson, 2005; Popham, 2006; Richards, 1984), one of the cornerstones of education, indeed,(Hatipoğlu, 2017) because both testing and assessment and teaching are such closely intertwined concepts and procedures in educational settings that it is not possible to work in either field without constantly engaging with the other (Heaton, 1988) for quality and successful education. In fact, quality education is impossible to take place without good and appropriate testing and assessment practices (Popham, 2009). This has been further emphasized with a paradigm shift in educational assessment where assessment and learning are inseparable (Davison & Leung, 2009a; Stiggins, 2008). Aside from certain traditional aims of testing and assessment such as revealing how much of the learning objectives have been achieved, and how successfully learners have internalized the learning objectives (i.e., assessment of learning),

testing and assessment is also carried out to uncover what needs to be done to better cater for the needs of the learners. In other words, assessment is a tool for supporting student learning throughout the learning process (i.e., assessment for learning (Black & William, 1998) and monitoring the learning development (Inbar-Lourie, 2008a) as well as measuring the outcome of teaching during or at the end of teaching and learning processes. Moreover, before starting to teach, teachers fall back on certain tests and assessment types to determine what their students are capable of doing or what skills and knowledge they need to gain.

More recently, language assessment is looked at from a complete teaching and learning point of view, which is *assessment as learning*. Dann (2002) explains the concept of *assessment as learning* by stating that 'assessment is not merely an adjunct to teaching and learning, but it offers a process through which pupil involvement in assessment can feature as part of learning [...]' (p., 153). Namely, purposes of assessment have been broadened to embrace a stronger emphasis on alternative assessment tools and practices (Lee & Mak, 2014) in order to incorporate learners into the assessment procedure for them to take active role in both learning and assessment. "Assessment as learning actually extends the role of teachers to include designing instruction and assessment that allows all students to think about and monitor their own learning" (Earl & Katz, 2006, p., 42). More specifically, Earl and Katz (2006) bring forward the idea that teachers using assessment as learning obtain rich and detailed information about how learners are progressing in developing their meta-cognitive skills to monitor, challenge, and adjust their own learning.

With such constant usages of testing and assessment with different purposes and functions in every phase of teaching and learning process, teachers, in fact, adopt a "dual role as teachers and assessors of the curriculum attainment in the instructional-learning cycle" (Inbar-Lourie, 2008a, p., 387). Furthermore, the possible unintended consequences of particular assessment tools, decision, and



actions, when applied incorrectly and inappropriately to the context of teaching in the classroom or especially with high-stakes tests, are likely to pose negative and sometimes seriously harmful results for specific groups and individuals (Inbar-Lourie, 2008a; Shohamy 2001). Therefore, it is unquestionable that teachers need quality and effective training on testing and assessment in general. Foreign language teachers, on the other hand, should also be further trained related to the content knowledge specifically; in other words, language teachers should be equipped with the necessary skills and knowledge as to how language skills of students need to be assessed accurately, appropriately, and effectively depending on the content, age and proficiency levels of the learners. That's, training teachers in testing and classroom-based language assessment should be considered as significant as training them for the teaching process itself because "learning, teaching and testing and assessment are part of a whole, interacting constantly with each other in shaping not only teachers' instructional choices but also students' learning strategies, and even parents' attitudes toward what is critical and valuable in educative provisions" (MEB-TTKB, 2018a, p., 6).

The significant role of language testing and assessment can also be observed in the components of the knowledge base of language teaching in teacher education although it has still not received the attention it deserves. Traditionally, content knowledge of second language teacher education (SLTE) was considered to include knowledge about language (grammar, lexicon, orthography, speaking, listening, phonology, phonetics, sociolinguistics, pragmatics, discourse analysis) and specific teaching methods (Graves, 2009; Bartel, 2009). However, having found the "pedagogical content knowledge" and pedagogical reasoning skills introduced by Shulman (1987) quite useful and relevant, Richards (1998) suggested a list of domain knowledge for SLTE as a blueprint for designing programs and advancing professional development: (1) theories of teaching, (2) teaching skills, (3) communication skills and proficiency in the language, (4) subject matter knowledge that includes

specialized concepts, theories, and disciplinary knowledge, (5) pedagogical reasoning and decision making skills, and (6) contextual knowledge. According to Richards (1998), subject matter knowledge encompasses (1) a teacher's understanding of the nature of language and language use, (2) the nature of foreign language learning, and (3) approaches to teaching language, curriculum and materials development, *and testing and evaluation* (p.15). In other words, it is the subject matter knowledge and pedagogical reasoning and decision making skills that the issues of language testing and assessment fall under. In SLTE, testing and assessment knowledge should, therefore, be considered an essential component of language teacher's knowledge base (Roberts, 1998) because teachers prepare exams and spend most of their time scoring these exams in addition to assessing students' knowledge and skills, and providing feedback throughout the learning process. They are even estimated to spend up to 50% of their instructional time on testing and assessment-related practices (Stiggins, 1999a).

### **1.3. Statement of the problem**

The problem, however, is that few teachers have the necessary qualifications to cope with the challenges of testing and assessment because their *assessment literacy* is generally weak (Brookhart, 2001; Campbell, Murphy, & Holt, 2002) due to the fact that they have not obtained sufficient training to do so (Stiggins, 2002; Vogt & Tsagari, 2014; Tsagari & Vogt, 2017). EFL teachers also frequently report feeling ill-prepared to assume responsibility in LTA-related activities (Ward, 1980). Moreover, research shows that prospective language teachers possess low assessment self-efficacy due to the fact that they received either inefficient and insufficient training or no training on testing and assessment at all (Deluca & Klinger, 2010, Inbar-Lourie, 2008a, 2008b; Vogt & Tsagari, 201; Tsagari & Vogt, 2017). That's why it is often the case that language teachers need to feel their own way to improve themselves in

language testing and assessment by gaining experience when they actively start working in the profession (Vogt & Tsagari, 2014; Yastıbaş, 2018).

Different studies (e.g., Kiomrs, Abdolmehdi, & Naser, 2011; Leaph, Channy, & Chan, 2015; Vogt & Tsagari, 2014; Tsagari & Vogt, 2017; Xu & Brown, 2017) have also exhibited that EFL instructors have either low or average level of LAL because language teachers have been found to exhibit inadequate competence in designing reliable, valid, and appropriate tests and assessment tools for the specific groups of learners (Deluca and Klinger, 2010; Haznedar, 2012; Köksal, 2004; Öz, 2014; Sariçoban, 2011; Stiggins, 2002; Vogt & Tsagari, 2014). Moreover, Rea-Dickins (2001) discuss the fact that some teachers assessing learners' English language skills and knowledge knew only restricted set of LTA terms to use confidently in their practices. Therefore, "tests made by teachers are often of poor quality, and the insight they could offer into achievement, progress, strengths, and weaknesses is usually very limited indeed" (Alderson, 2005, p.4).

All of the aforementioned problems and lack or insufficient LAL level of teachers have directed researchers' attention to the issue of language teachers' testing and assessment practices in the last two decades (e.g., Hatipoğlu, 2010, 2014; Inbar-Lourie, 2008a; Jeong, 2013; Stiggins, 1999a, 2001, 2002; Taylor, 2009, 2013; Vogt & Tsagari, 2014) leading to the increasing tendency for research on teachers' assessment literacy (Deluca & Klinger, 2010; Hoyt, 2005; Stiggins, 1991, 2002) and developing and operationalizing LAL (Davison & Leung, 2009a, 2009b; Tsagari & Csépes, 2011; Vogt & Tsagari, 2014) with the aim of better equipping language teachers with theoretical and practical knowledge and skills in LTA.

However, research on LAL and the course-based LTA training offered to pre- and in-service language teachers are still insufficient compared to its critical and significant role in the language teaching and learning processes. Therefore,

experts in the field of LTA call for an increasing need for a better and detailed understanding of teachers' acquisition of testing and assessment skills and knowledge. To the best of the researcher's knowledge, so far there is no study which has been conducted to thoroughly investigate the course-based LAL training of pre-service EFL teachers in Turkey, focusing on the English Language Testing and Evaluation course (ELTEC) in English Language (EL) teacher education programs offered to develop LAL level of these EFL teacher candidates. Therefore, this research aims to be the first step in filling this important gap in the field with a more specific purpose of providing pre-service EFL teachers with a sufficient, accurate, and appropriate LAL development in the ELTEC.

When the issue of language testing and assessment in Turkey is taken into consideration, it is observed that the educational system in Turkey is very exam-oriented (Hatipoğlu, 2010) because almost at every level of the educational system, students need to take different types of exams. For instance, their knowledge and skills are measured by means of both compulsory classroom-based exams such as quizzes and midterms, or centralized national tests such as Secondary Education Transition Exam, The Students Selection Exam to be accepted to high schools and universities (Hatipoğlu, 2010), and international exams like TOEFL and IELTS. This, in return, increases the necessity of effective and efficient testing and assessment procedures to have a quality education. As Stiggins (1999b) points out, effective testing and assessment is the one which pursues student success because it fosters learners' self-confidence and their progress in the learning process. Despite this, it is unfortunately seen that focusing on improving and renewing EL teacher education programs to train prospective EFL teachers regarding LTA was never a priority (Hatipoğlu, 2017).

In the past, until 1998, there was not any specific LTA course offered in the EL teacher education curricula at the Faculties of Education in Turkey. With the

reconstruction process of Educational Faculties, the Council of Higher Education (CoHE) added a LTA course (i.e., English Language Testing Evaluation Course (ELTEC)) as well as a general testing and assessment course (i.e., Measurement and Evaluation Course(MEC)) to EL teacher education programs in 1998. However, while at that time other countries were learning and researching developing classroom-based assessment skills of EFL teachers, "testing and assessment was treated as an afterthought, a small appendage to the regular training of EFL teachers in Turkey" (Hatipoğlu, 2017, p. 247).

According to the curriculum designed and revised in 2009 by the CoHE in Turkey, only one LTA course is being offered as a must course at the 8<sup>th</sup> semester in the fourth year of undergraduate education, as well as a *Measurement and Evaluation Course* related to general testing and assessment in education taught in Turkish in the 6<sup>th</sup> semester. Currently, according to the Manual for Student Selection and Placement Center (ÖSYM, 2018), in Turkey there are 63 universities (47 state; 16 private) with an EL teacher education program. When the course catalogues of these EL teacher education programs are examined, out of 63 universities, there seems to be no parallelism with respect to in which semester the ELTEC and MEC are taught. Besides, interestingly, it is also seen that two universities (i.e., Bahçeşehir and Maltepe Universities) do not offer any specific language testing and assessment course in their programs, but they only include a measurement and evaluation course taught in Turkish where terms and principles of testing and assessment in education are taught in general, not relating them specifically to language teaching and learning. Furthermore, 4 universities (i.e., Boğaziçi, İstanbul Bilgi, Middle East Technical, and TED Universities) do not include any general measurement and evaluation course in their EL teacher education programs. These inconsistencies among the EL teacher education programs in Turkey are likely to cause challenges and problems for the LAL development of pre-service EFL teachers and the teacher educators who are responsible for

training these prospective EFL teachers to conduct accurate and appropriate assessment practices when they start their profession. Therefore, it is significant to investigate LAL development of prospective EFL teachers by drawing a detailed picture of ELTEC in EL teacher education programs in Turkey by including the voices of ELTEC instructors and pre-service EFL teachers regarding the issue.

The prospective EFL teachers graduating from the EL teacher education programs in Turkey generally work at private and public primary, elementary, and secondary education institutions as well as at the preparatory classes at the universities. Those who teach English at primary, elementary, and secondary schools need to follow the English Language Teaching (ELT) Curricula dictated by the Ministry of National Education (MoNE). Therefore, for EL teacher education programs and teacher educators, it is essential and critical to analyze these curricula in detail to train prospective EFL teachers to effectively and successfully follow and apply these curricula at schools both during teaching and testing and assessment processes. In accordance with the facilities and features of their educational setting and the learners, they are expected to carefully plan and put the curriculum into practice. Hence, one of the crucial objectives of EL teacher education programs in Turkey is to prepare prospective EFL teachers to perform the requirements of the ELT Curricula to carry out effective, successful, and quality language teaching, testing and assessment practices in their professional life. Moreover, it is one of the foremost responsibilities of teacher education programs to train and educate prospective teachers in such a way to carry out their profession and deal with the social context of schools and schooling in their countries (Freeman & Allwright, 1998). Thus, for a better understanding of in which contexts of education the prospective EFL teachers will be working and what instructional and testing and assessment practices are expected from them, the reflections of the restructuring of the ELT Curricula for primary, elementary, and secondary education in 2013 and 2018 on the testing and assessment practices of EFL

teachers need to be well-known (see Chapter 3 for a detailed discussion for ELT Curricula Renewals in 2013& 2018).

Since MoNE revised the ELT Curricula in line with the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, 2001), language use in an authentic communicative environment to develop communicative competence has been much emphasized in English language teaching in all levels of education in Turkey. Therefore, there have been changes in testing and assessment methods and tools that need to be applied by EFL teachers as recommended in the ELT Curricula in Turkey (MEB-TTKB, 2018a, 2018b). In accordance with the teaching philosophy, the theoretical frame of testing and assessment procedures are primarily grounded on the CEFR where diverse testing and assessment types and techniques especially alternative assessment tools such as self-assessment, peer-assessment, portfolio, assignments, presentations adopting formative assessment are suggested (MEB-TTKB, 2018a). Moreover, the ELT curricula also demand formal assessment practices such as formal written and oral exams, and quizzes for an objective record of students' achievements except for 2<sup>nd</sup> and 3<sup>rd</sup> graders. Briefly, English language skills and knowledge of learners should be measured through both formative and summative assessment procedures with diagnostic, reflective and assessment purposes (MEB-TTKB, 2018a). For 9<sup>th</sup> - 12<sup>th</sup> graders, electronic assessment types specifically Video Blogs (V-logs), Tech Pack, and E-portfolios are added to the testing and assessment repertoire. In other words, the ELT curriculum for high school education advocates the use of diverse testing and assessment tools with a combination of alternative, traditional, and electronic assessment types (MEB-TTKB, 2018b) using integrative and direct testing approaches and measuring students' performances on the basis of rubrics designed in detail.

As can be seen from the updates and revisions on the English Curricula of the 2<sup>nd</sup> – 8<sup>th</sup> Graders and 9<sup>th</sup> - 12<sup>th</sup> Graders, in theory, testing and assessment facet

of ELT in Turkey has shifted to an understanding of the concept both as "assessment for learning" and "assessment of learning" from an "assessment of learning"-dominated perspective. All of these mentioned testing and assessment rationale and principles in the ELT Curricula aimed to implement in Turkey, in a way, reflect what LTA knowledge and skills are expected from prospective EFL teachers in their future career. EL teacher education programs, therefore, need to actually align university programs closely with schools so that they can relate theory to practice in actual schools (Lange, 1990). Moreover, they should align the content of the ELTEC with the skills and knowledge that EFL teachers need in order to prepare and apply appropriate and quality testing and assessment tools with principles-informed skills before student-teachers are certified to become members of the professional community. "If it is not done, then the unwanted imbalance between teaching and assessment and old beliefs related to testing will be perpetuated" (Hatipoğlu, 2017, p. 248).

#### **1.4. Purpose and the significance of the study**

Teachers are key agents who are responsible for executing assessment not only at the end of a unit, course, term, or year to measure students' performance, but also - perhaps more frequently than that throughout learning and teaching process to better teaching and learning. As a matter of fact, assessing students' performance is one of the most critically important responsibilities of classroom teachers (Mertler & Campbell, 2005) along with preparing their students for national and international standardized language tests, which requires skills to analyze these tests. This, in return, requires a higher level of LAL; namely, a sound knowledge and competence related to the principles and practices of testing and assessment, which are indispensable for language teachers to engage effectively in the language assessment policy and practice (Taylor, 2009). This is only possible when pre-service teachers are provided with the chance to receive sufficient, quality, and appropriate training to be



language assessment literate teachers in order to "carry out high quality assessments through appropriately-targeted professional development" (Brindley, 1997).

When and if pre-service teachers do not receive effective and sufficient training on testing and assessment, they are more likely to surrender to their "apprenticeships of observation" (Lortie, 1975) as a student from the very beginning of their educational life. Finally, they end up with a high tendency to replicate more traditional and/or inappropriate assessment applications (Graham, 2005). Moreover, scrutiny of the relevant literature has uncovered that prospective language teachers did not experience quality language test samples during their undergraduate education (Hatipoğlu, 2017; Sariçoban, 2011). This runs the risk of what were planted as bad examples back then could be harvested later when the pre-service language teachers join the community of professional practice since they tend to act on their previous experiences of summative assessment which becomes difficult to change even if they are provided further professional training on LTA later while they are actively teaching (Borg, 2003; Yin 2010).

Despite its importance and critical role of LTA in language teaching and learning, there is a lack of research on LAL development of pre-service EFL teachers in the EL teacher education programs in Turkey. To the best of the researcher's knowledge, there are only three theses investigating language assessment literacy of EFL teachers in Turkish context (i.e., (PhD thesis: Ölmezer-Öztürk, 2018; Yastıbaş, 2018; MA thesis: Yetkin, 2015). However, among these, only one is directly related to training and educating pre-service EFL teachers related to LTA, and their perceptions of LAL. There are also few studies conducted on training prospective EFL teachers 'LAL in EL teacher education programs in Turkey (Hatipoğlu, 2010, 2014, 2015a, Şahin, 2018) and on the level of LAL and LTA practices and/or beliefs of in-service EFL teachers and/or EFL instructors in Turkey (Büyükkarcı, 2014, 2016; Cirit,

2015; Han & Kaya, 2014; Hatipoğlu, 2015b; Haznedar, 2012; Karagül, Yüksel & Altay, 2017; Köksal, 2004; Kömür, 2018; Mede & Atay, 2017; Ölmezer-Öztürk & Aydın, 2018; Öz, 2014; Öz & Atay, 2017; Sarıçoban, 2011, Şahin, 2015; Yastıbaş & Takkaç, 2018).

In summary, an elaborate review of relevant literature has shown that none of the studies above has thoroughly investigated the development of pre-service EFL teachers' course-based LAL development through analyzing the ELTEC in EL teacher education programs in Turkey examining the issue from multiple perspectives (i.e., pre-service EFL teachers, ELTEC instructors, and course syllabi used in the ELTEC) with a considerable number of participants. This particular study aims at filling this niche.

Using the statements above as a springboard, the aim of the present study is to investigate the *English Language Testing and Evaluation course* offered as a part of the curriculum in English Language Teacher Education Programs in Turkey focusing on the instructors teaching the course, pre-service EFL teachers' evaluation of their training related to LTA in undergraduate education, and the course syllabi. More specifically, the study aims to reveal the current status and the profile of the ELTEC and course-based LAL development processes by combining perceptions of pre-service EFL teachers and the ELTEC instructors in Turkey. With a thorough description from multiple perspectives, it aims to bring the pieces of the puzzles together focusing on the ELTEC, its learning objectives, content and application of teaching and assessment in the course, course materials, the educational profile of the ELTEC instructors who educate and train pre-service EFL teachers, and pre-service EFL teachers' perceptions about the LTA training they received in the ELTEC.

The study also sets out to give insight as to what language assessment literacy denotes for EL teacher educators in Turkey. Therefore, it will have important

implications for EL teacher education programs in terms of finding appropriate and sound solutions to the challenges and problems encountered in the LAL development of pre-service teachers. The findings of this study can also be utilized to help EL teacher educators and pre- and in-service EFL teachers gain insight into the concept of LAL. Furthermore, using the results of the study, it is possible to create tailor-made LTA course addressing to the needs of the prospective EFL teachers to carry out quality and appropriate assessment practices in the specific context of education. The study also allows us to draw a detailed picture of the ELTEC instructors and pre-service teachers' attitudes and beliefs related to LTA, and the ELTEC.

There is a need to recognize EFL teachers received training in LTA and their level of LAL and then “plan a comprehensive program that takes into account the interrelationships between teaching, learning, and assessment” (Lee, 2007, p. 209). Thus, it is believed that this research will contribute to the development of the fields of foreign language testing and evaluation, language teacher training and materials development in particular, and to the progress in the field of applied linguistics in general.

The findings of the study might also benefit in-service LTA courses/programs that will help language teachers access the expertise that they need in order to perform their responsibilities related to testing and assessment more effectively. Finally, although the study has been conducted in Turkey, it is thought that its results will resonate in other contexts where English language teachers strive to elicit information related to their students' progress in the most efficient way.

Stiggins (1999a) also warns that teacher education programs should continually amend their curriculum to guarantee that prospective teachers have the competencies to come to grips with challenges of ever-changing nature of classroom assessment dynamics. It should always be kept in mind that

"education is a structure consisting of many parts and layers, and if one of those parts in any of the layers does not work well, then the whole system is bound to suffer", and "this is especially true if the part lagging behind is testing and evaluation, one of its cornerstones" (Hatipoğlu, 2017, p. 248).

### **1.5. Research questions**

The main and sub-research questions of the study are the following:

1. How is the ELTEC approached to develop Language Assessment Literacy of pre-service EFL teachers in EL teacher education programs in Turkey?
  - 1.1 Who teaches the ELTEC and who should teach the ELTEC in EL Teacher Education Programs in Turkey?
  - 1.2 What are the opinions of the ELTEC instructors regarding the placement of the ELTEC and the number of the LTA courses in the curriculum?
  - 1.3 What should be the constituents of language assessment literacy for EFL teachers in Turkey according to the ELTEC instructors?
  - 1.4 How do the ELTEC instructors plan, teach, and assess in the ELTEC?
  - 1.5 What are the problems and challenges faced in the planning and/or teaching of ELTEC?
    - 1.5.1 What are the solutions and suggestions to these problems and challenges provided by the ELTEC instructors?
  - 1.6 What are the observations of the ELTEC instructors about the pre-service EFL teachers' attitudes towards ELTEC?
  - 1.7 How do the pre-service EFL teachers evaluate their undergraduate training in LTA?

## 1.6. Terminology used

Research in the field of LTA has shown that there is not a consensus as to the definitions of key terminology such as "testing", "assessment", "evaluation", and "measurement" since different researchers sometimes utilize these terms interchangeably or consider "assessment" as an umbrella term for the rest. In this thesis, these terms will be approached from the following points of view:

**Assessment:** "refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black & William, 1998, p.2) "gradually shifting its connotation to something more like a kinder, gentler sort of testing [..... ] and applied not only to tests, but also all the other things we can do to learn about someone's ability" (Hamp-Lyons, 2016, p.14)

**Testing:** It is measuring students' ability, knowledge or performance in a given domain using tests (Brown, 2004) administered in specific, sometimes, controlled settings displaying validity and reliability characteristics (Fulcher & Davidson, 2007).

**Evaluation:** "systematic gathering of information for the purpose of making decisions (Bachman, 1990, p. 20)

**Measurement:** "the process of quantifying the characteristics of persons according to explicit procedures and rules" (Bachman, 1990, p. 18).

**Summative Assessment:** "is used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program, or school

year. Summative assessment is in line with assessment of learning" (Cheng & Fox, 2017, p.5).

**Formative Assessment:** "Assessment for Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning" (Klenowski, 2009, p.264). It is also referred as dynamic assessment (Inbar-Louri, 2008).

**Assessment Literacy (AL):** AL embodies competencies in selecting, and developing suitable assessment methods, applying, scoring, and grading tests, interpreting results of the assessment tools, using scores to aid instructional decisions, communicating results to stakeholders, and being aware of inappropriate and unethical uses of tests (American Federation of Teachers, 1990).

**Language Assessment Literacy (LAL):** "the knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice... [and the ability to contextualize these] within wider historical, social, political and philosophical frameworks... and to evaluate the role and impact of testing on society, institutions, and individuals" (Fulcher 2012, p. 125).

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

#### **2.1. Presentation**

In this chapter, a review of literature is presented and discussed in detail regarding the definitions and models of the construct of LAL, the national and international studies conducted on LAL level and LAL development of pre-and in-service language teachers as well as their practices and perceptions in LTA.

#### **2.2. Definitions and significance of Assessment Literacy (AL) and Language Assessment Literacy (LAL)**

The early 1990s was the starting point for the language testers to realize that there was a need to conduct research on language testing courses in teacher education programs (Brown & Bailey, 2008). As Jones (1985) stated, there is literally a sub-profession within language teaching which is allocated to testing and assessing learners' language proficiency which requires developing teachers' LAL. In line with this, in 1990, although the term assessment literacy was not mentioned, the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association established seven standards for teacher development with respect to assessment in general. Accordingly, teachers should be competent and skillful in the following:

- selecting suitable assessment methods for their specific instructional decisions in their educational contexts

- developing suitable assessment methods for their instructional decisions in their educational contexts
- applying, scoring, and interpreting the results of the assessment methods produced by others and by themselves
- utilizing the results of the assessment when arriving at decisions about individual learners, planning their instructions, developing curriculum, and developing schools
- developing valid student grading procedures
- communicating the results of the assessment to learners, parents, administrators, and other educators.
- recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

First coined by the Stiggins (1991), the term "assessment literacy" has been defined by various researchers reflecting certain common components including key theoretical knowledge and practical skills as can be seen in Table 2.1. Brindley (1997) also reports that teachers need to possess a wide range of skills and knowledge so as to conduct testing and assessment which can fulfill the standards of validity and reliability:

- Observing, interpreting and, documenting learners' use of language
- Designing classroom tests and assessment tasks
- Analyzing test results
- Providing diagnostic feedback to students
- Evaluating the quality of tests and assessment activities
- Evaluating the quality of students' language performances according to rating scales or rubrics
- Writing evaluative reports for the administrators



The skills and knowledge that teachers, as one of the key stakeholders in testing and assessment in education, are expected to have related to LTA provided above lead us to an essential component of skills and knowledge that language teachers need to possess; that's, the concept of LAL (see Table 2.2 for various definitions of the term).

Table 2.1  
*Definitions of Assessment Literacy*

<b>Source</b>	<b>Definition</b>
(Stiggins, 1995)	It includes the skills of knowing what and why they are assessing, how best to assess students' achievements, how to generate sound samples of performance, and how to prevent assessment-related problems before they occur.
(Paterno, 2001).	It requires the possession of knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques, familiarity with standards of quality in assessment...and familiarity with alternative to traditional measurements of learning
(Siegel and Wissehr, 2011)	It requires teachers both to understand the theoretical principles for assessment, and make good use of practical assessment methods in a classroom.
(Hoyt, 2005)	The toolbox of assessment literacy is composed of knowing appropriate test practices, acquiring a wide range of assessment techniques, and using tests that accurately assess higher-order concepts.

This term has been recently coined by several researchers to define constitutes that language teachers and instructors need to have related to testing and assessment issues (Fulcher, 2012; Inbar-Lourie, 2008a; Stiggins, 1997). In the definitions shown in Table 2.2, teachers are required to be equipped with all of the multifaceted layers of theoretical and practical knowledge related to testing and assessment tools, and how to prepare, apply, and evaluate these tools. Namely, the concept of LAL potentially calls for acquiring a range of competencies in test design, test score interpretation and use, test evaluation,

Table 2.2  
*Definitions of Language Assessment Literacy*

<b>Source</b>	<b>Definition</b>
(Brindley, 1997)	It is a wide range of skills such as observing, interpreting and, documenting learners' use of language, designing classroom tests and assessment tasks, analyzing test results, providing diagnostic feedback, evaluating the quality of tests and assessment activities, evaluating the quality of students' language performances using scoring criteria or rubrics, and writing evaluative reports for the administrators.
(Fulcher, 2012, p. 125)	It encompasses "the knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice... [and the ability to contextualize these] within wider historical, social, political and philosophical frameworks... and to evaluate the role and impact of testing on society, institutions, and individuals".
(Vogt & Tsagari, 2014, p. 377)	It is defined as "the ability to design, develop, and critically evaluate tests and other assessment procedures, as well as the ability to monitor, evaluate, grade, and score assessments on the basis of theoretical knowledge".
(Boyles, 2006, p. 19)	It refers to "a toolbox filled with skills and strategies that will enable them to decode assessment results, analyze their meaning, respond to what the results reveal, and apply them in teaching and in program evaluation".
(Davies, 2008, p.335).	It includes skills for item-writing, statistics, test analysis, and software programs for test delivery, analysis and reportage; knowledge of measurement and language description as well as context setting, and principles concerning the proper use of language tests, their fairness and impact, including questions of ethics and professionalism.
(O'Loughlin, 2013, p. 363).	It calls for acquiring "a range of skills in test design, test score interpretation and use, and test evaluation along with the development of a critical understanding of the roles and functions of assessment in classroom".

reporting tests results (O'Loughlin, 2013; Pill and Harding, 2013). According to Inbar-Lourie (2008, 2011), knowledge and skills related to general testing and assessment; that's, assessment literacy, establish the baseline for LTA

literacy. However, LTA literacy is a complex entity with an idiosyncratic nature because it includes specific language-related contents used to determine and justify testing and assessment usages, techniques, and methods, but again in line with the contemporary testing and assessment theories and applications (Inbar-Lourie, 2011). Moreover, it is also underlined in LAL definitions of Inbar-Lourie (2008a) and O'Loughlin (2013) that the stakeholders in LTA who are expected to possess some level of LAL depending on their direct or indirect roles should also adopt a critical stance to "answer critical questions about the purpose for assessment, about the fitness of the tool being used, about testing conditions, and about what is going to happen on the basis of the test results" (p.42).

As can be realized in these definitions, the concept of LAL includes two significant and different sub-components: (1) testing and (2) classroom-based assessment. Testing is measuring students' ability, knowledge or performance in a given domain using tests (Brown, 2004) administered in specific, sometimes, controlled test settings displaying validity and reliability characteristics (Fulcher & Davidson, 2007). Classroom-based language assessment is, however, an integral phase of language teaching process where teachers actually take roles as agents to facilitate student learning and communicate information about students' progress (Rea-Dickins, 2004). This necessitates awareness and consistent applications of principles and practices of classroom assessment for learning. In other words, teachers need to enable learners to make sense of what good work looks like from the very beginning of the learning process and compare it with what they already have in order to notice and close the gap (Stiggins, 2008) to do remedial teaching as well.

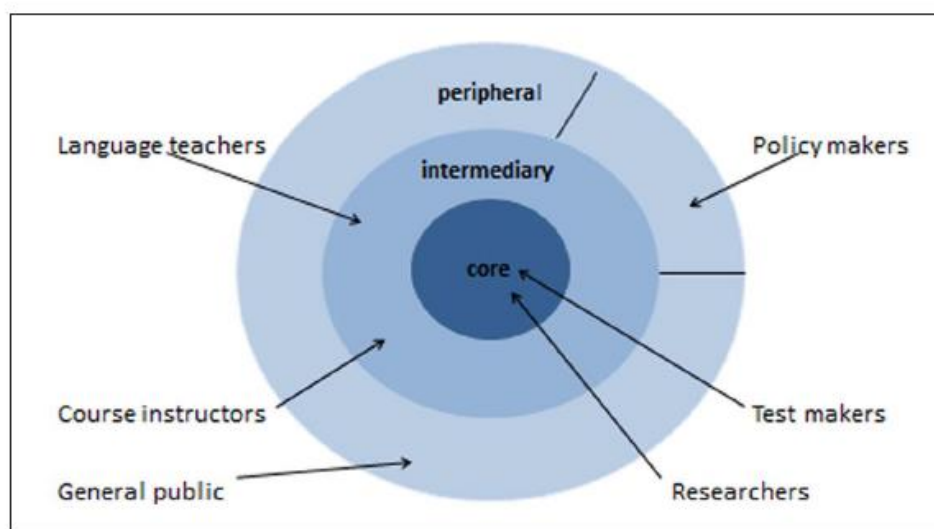
However, it is also seen that perspectives related to the types of knowledge and competence forming assessment literacy have changed over time (Taylor, 2009). To exemplify, having reviewed the past fifty years of teaching of LTA, Davies (2008) observed a consistent curricular expansion from testing

expertise in terms of basic technical aspects (the how-to), to knowledge about language and measurement (the what), and recently, to awareness of key principles specifically about validity and ethics. It can be stated that what Davies came up with about the present paradigm in LAL was a combination of skills, knowledge, and principles.

In this respect, *skills* provide the training in necessary and appropriate methodology, including item-writing, statistics, test analysis, and increasing software programs for test delivery, analysis and reportage. *Knowledge* offers relevant background in measurement and language description as well as in context setting. *Principles* concern the proper use of language tests, their fairness and impact, including questions of ethics and professionalism (Davies, 2008, p.335).

Inbar-Lourie (2013) argues that LAL consists of intertwined continua with different levels of expertise in concepts and skills of LTA suggesting a threshold level which corresponds to "a basic understanding of the situated-approach towards language testing and awareness of the consequential validity of the actions taken (p., 307). Differently from other definitions of LAL (e.g., Brindley, 1997; Davies, 2008; Fulcher, 2012; O'Loughlin, 2013; Vogt & Tsagari, 2014), Inbar-Lourie (2008a; 2013) puts knowledge and skills in general testing and assessment; that's assessment literacy, at the bottom of the pyramid followed by knowledge of language acquisition, learning theories, methods and approaches in language teaching and learning along with knowledge and skills of teaching language skills to different age and proficiency level students. Furthermore, following Scarino (2013) he emphasizes a component of LAL as teachers' own conceptualizations of teaching and assessment issues in line with their own experiences, beliefs, and perceptions.

With a similar approach to Inbar-Lourie's, Taylor (2013) argues that the level of LAL and what topics and skills of LTA it needs to include should be determined primarily depending on the needs of different LTA stakeholders so that LTA concepts can be "translated into a language that particular groups can access and understand" (p.407). She further states that different stakeholders require some level of LAL although it should not always be at the highest level of expertise because their level of testing and assessment involvement differs. Therefore, Taylor (2013) introduces a model to represent key stakeholders in LTA with concentric circles such as core, intermediary, and peripheral as shown in Figure 2.1. "The circles expand outwards from an 'expert core' of assessment knowledge, skill and principles, with each successive ring [.....] representing the level of content/input that is required to meet the needs of a particular set of stakeholders" (p.409). Accordingly, at the center of the model is the test makers and researchers who need assessment core that requires detailed and extensive training in theories of LTA, technical know-how, advanced statistical concepts and tests, and ethical principles.



*Figure 2.1 Levels of AL/LAL differentiated according to stakeholders' constituency (Taylor, 2013, p.409).*

Second concentric circle belongs to the intermediary stakeholders; that's, language teachers and the course instructors who are responsible for training pre-service language teachers in LTA. Finally, administrators, policy makers and general public (i.e., parents and others) are placed in the peripheral circle of the LAL model. Taylor (2013) and several other researchers such as Giraldo and Murcia (2018), Jeong (2013), O'loughlin (2013), Pill and Harding (2013), and Rea-Dickins (1997) rightly suggest taking a more discriminating approach to LAL and particular range and depth of LTA expertise that is especially beneficial and effective in managing and successfully achieving the selection of the content or input which will fit to needs of particular groups. Building on her LAL model in an attempt to portray differentiated LAL for these three groups of stakeholders, Taylor (2013) draws their profile of expertise level for LTA-related topics and skills in Figure 2.2. Emphasizing that not every group of stakeholders in LTA needs to know or do everything to the same level of expertise, Taylor suggests a competency level in LTA knowledge and skills in their particular context of practice using dimensions on the eight axes (i.e. knowledge of theory, scores and decision making etc.) and numerical values from 0-4 by mapping them onto Pill and Harding's (2013) LAL continuum with five levels of proficiency given below:

<b>Illiteracy</b>	Ignorance of language assessment concepts and methods
<b>Nominal literacy</b>	Understanding that a specific term relates to assessment, but may indicate a misconception
<b>Functional literacy</b>	Sound understanding of basic terms and concepts
<b>Procedural/conceptual literacy</b>	Understanding central concepts of the field, and using knowledge in practice
<b>Multidimensional literacy</b>	Knowledge extending beyond ordinary concepts including philosophical, historical and social dimensions of assessment (Pill and Harding, 2013, p.383).

Among these identified profiles for different stakeholders, classroom language teachers, for instance, strongly focus on the practical know-how required for

developing tests, while dealing with theoretical aspects and ethical principles at a surface level. More specifically, in accordance with Taylor's LAL profile for language teachers, they are expected to have knowledge of theory, scores and decision making, and principles and concepts at level 2; technical skills, socio-cultural values, local practices as well as personal beliefs/attitudes at level 3; finally, language pedagogy at the highest level 4. Taylor's (2013) model contributes to a needed perspective on LAL by addressing a gap in the literature; namely, how to differentiate between various stakeholders' LAL needs; however, it can be criticized in two aspects as well. First, as Harding and Kremmel (2016) note, her dimensions are open to discussion due to their being rather speculative. For instance, in some educational contexts, classroom language teachers necessitate more advanced literacy in local practices, scores and decision making, and personal beliefs/attitudes depending on their being testing or assessment culture. Moreover, the constituents of each LAL proficiency level in terms of topics and skills were not defined.

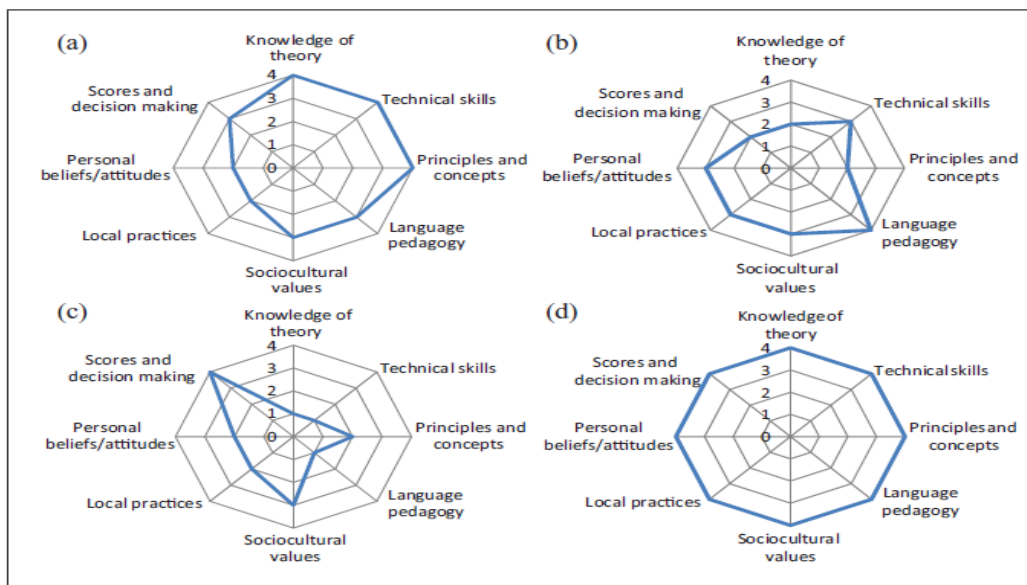


Figure 2.2 Differential AL/AL profiles for four constituencies

- a) profile for test writers
- b) profile for classroom teachers
- c) profile for university administrators
- d) profile for professional language testers (Taylor, 2013, p. 410).

With all of these definitions and discussions in mind, it can be suggested that EL teacher education programs and the ELTEC instructors adopt a differentiated approach to defining the construct of LAL and determine the LTA topics and skills and a continuum of depth/intensity for each topic in line with prospective EFL teachers LTA assessment practice involvement in specific context of educational institutions.

### **2.3. Studies on Language Assessment Literacy and Language Assessment practices & perceptions of pre-and in-service language teachers**

"The recent focus of attention on classroom-based language assessment has brought the aspect of LAL to the forefront, with foreign language teachers as an important group of stakeholders whose professionalization of this concept is important" (Tsagari & Vogt, 2017, p. 41). Scrutiny of the related literature has shown that there are several fundamental international and some national studies focusing on various aspects of language assessment literacy such as LAL level and LAL development of pre-and in-service language teachers, their perceptions and beliefs regarding LTA tools and practices as well as structure of LTA courses offered in language teacher education programs.

#### **2.3.1. Studies on LTA practices & perceptions of pre-and in-service language teachers throughout the world**

The LAL is a recent construct and research regarding LAL is still in its infancy (Fulcher, 2012) and the researchers have turned their attention to this concept having realized the significance of effective and efficient testing and assessment practices for better and more quality teaching and learning. Ever since, there is a growing body of research on language teachers' LTA perceptions and practices in particular, their perceived LTA training needs; LAL training of pre-service EFL teachers in EL teacher education programs,



evaluation of LTA courses in teacher education programs (e.g., Bailey & Brown, 1996; Brown & Bailey, 2008; Davies, 2008; DeLuca & Klinger, 2010; DeLuca et. al., 2012; Fulcher, 2012; Hasselgreen, Carlsen and Helness, 2004; Herrera & Macías, 2015; Inbar-Lourie, 2008a; Jeong, 2013; Jin, 2010; Kvasova & Kavytska, 2014; Lam, 2015; Pill & Harding, 2013; Scarino, 2013; Vogt & Tsagari, 2014; Volante & Fazio, 2007; Tsagari & Vogt, 2017; Xu & Brown, 2017; Yan, 2010).

As one of the seminal articles regarding LAL, cited the most in related studies, Hasselgreen, Carlsen and Helness (2004), using an online survey, examined previous training and perceived training needs of three different stakeholders in LTA; namely, teachers (n.361), teacher educators, and testing and assessment experts (from Europe and beyond, the majority of whom were from Finland, Sweden and the UK (n=914) in total). The overall results revealed a lack of formal LTA training and urgent need for LTA training among all three groups of stakeholders. In terms of language teachers' previous LTA training, it was found out that the majority did not receive formal training on issues of classroom-focused assessment, such as using and adapting ready-made tests and informal/continuous assessment, and providing feedback while they lacked necessary formal training in some of the aspects of purposes of testing domain particularly in awarding certificates and placing students. As for the contents and concepts domain of LTA, it was uncovered that most of the language teachers were not trained especially regarding use of statistical concepts, establishing reliability, and assessing language skills integratively. Therefore, almost all of the language teachers reported the need for training in all three domains of LTA especially purposes of testing and concepts and contents of LTA. However, the researchers cautiously approach to the results of their study in that most of the teachers were also involved in other testing and assessment roles such as teacher trainers and test writers, so they suggested further research specifically on exploring LAL training of language teachers working

only as classroom teachers dealing primarily with classroom-based language assessment.

One of the other seminal studies conducted abroad on teachers' level of LAL was that of Brown and Bailey (2008) which mainly aimed to draw the profile of basic language testing courses in 2007 and to see how these courses have altered since 1996 when they first conducted a similar study (Bailey & Brown, 1996). For this purpose, they employed the same questionnaire they utilized in their previous research adding a few new items. What they aimed to investigate was the educational background of the instructors teaching language testing courses, the topics covered in the lessons, textbooks used, and the instructors' perceptions of students' general behaviors toward language testing at the beginning and end of the course. The results especially showed the contents taught in these language testing courses vary among instructors. It was found out that their content selection changes in line with what they think is more or less important in terms of hands-on experience, general topics such as item analysis topics, descriptive statistics topics, test consistency topics, as well as test validity. LTA topics such as assessing language skills and language areas, testing various skills, major principles of testing such as validity and reliability were commonly taught in most of the LTA courses investigated. Moreover, the informants perceived their LTA courses as beneficial for their teaching career as well as balanced with respect to focus on theoretical and practical aspects of LTA. When the results of the same study conducted by the same researchers in two different times were compared (i.e., Bailey & Brown, 1996; Brown & Bailey, 2008), it was observed that after more than a decade, the knowledge base of LTA courses taught to language teachers was not radically changed except the inclusion of some new topics such as consequential validity and computer-based LTA. What was different, though, was the choice of commonly used textbooks by the LTA course instructors.

As another detailed, yet recent research on EFL teachers' LAL, Vogt & Tsagari (2014) examined the level of EFL teachers' LAL and their classroom-based assessment practices from 7 European countries including Turkey. They specifically aimed to reveal the training needs of EFL teachers, their current background in different areas of LTA, and the extent to which they had received training in these domains in their teacher education programs. They collected the data from 853 EFL teachers through a questionnaire including Likert-scale items adapted from Hasselgreen, Carlsen and Helness' (2004) questionnaire and semi-structured interview. The analyses showed that the ELF teachers' LAL across Europe is not very well-developed as the majority of the informants report they have received either 'a little' or 'no' training at all in most of the areas of LTA. Among the three domains of LTA, purposes of LTA were found to be the areas (such as giving grades, placing learners) that the EFL teachers received the least training in their undergraduate education. Thus, they compensate for this insufficient training by learning it on the job, particularly from their mentors and colleagues. Moreover, a great many of the teachers believe that their training has not prepared them sufficiently for their work of assessment activities, because they can only make use of their training if traditional forms of testing are used in their institutions. According to the findings of both Likert-scale items and interview questions, they specifically lack skills and knowledge with respect to the alternative assessment tools, such as portfolio assessment and self- and peer assessment, and they list these tools as the priorities for in-service teacher training; therefore, most of them reported the need for an advanced training in purposes of testing and alternative assessment methods. The results of Vogt and Tsagari's study (2014) were in parallel with those of Hasselgreen, Carlsen and Helness (2004) in that the need for formal training in almost all three domains of LTA was reported by language teachers, yet some aspects LTA such ELP and alternative assessment tools like self-and peer- assessment, and portfolio were expressed as the urgent need for training.

Tsagari and Vogt (2017) reported the qualitative part of their large-scale study they carried on European language teachers' LAL and their perceived need for in-service training in 2014. Their aim was to identify LAL levels and training needs of regular European foreign language teachers who only performed classroom-based language assessment but no other assessment-related tasks such as item writers or examiners. With this, they especially aimed to eliminate the possible negative impacts of other assessment related roles on their results as it was the case in the studied by Hasselgreen, Carlsen and Helness (2004) and Fulcher (2012), and these researchers accepted this as a methodological problem. Tsagari & Vogt (2017) conducted semi-structured interviews with a total of 63 primary and secondary state school EFL teachers from Cyprus, Germany, and Greece. The findings showed that EFL teachers had low level of LAL since the majority of the informants reported either 'no' or 'a little' training in LTA during their undergraduate education. While they were found to be assessment literate on assessing grammar and vocabulary, other aspects of LTA such as standardized testing, grading, scoring tests, using alternative assessment methods, and preparing valid and reliable assessment tools were not sufficiently developed. They exhibited basic awareness of alternative assessment tools such as portfolios, self-and peer assessment, yet they were not a part of their assessment routines in the classroom. Rather, they demonstrated frequent use of traditional testing and assessment methods with a clear focus on pen and paper exams including traditional items such as fill-in-the blanks and short answer questions as well as translation of isolated words especially in Germany. Therefore, EFL teachers mostly focused on testing grammar, vocabulary, and reading, sometimes listening and writing while speaking as a productive skill was rarely assessed in classroom tests.

In another significant study but in a different context than the previous studies, Volante and Fazio (2007) examined the assessment literacy of prospective language teachers in a four-year teacher education program in Canada. More specifically, they aimed to explore students' self-perceived level of assessment

literacy, their assessment purposes, different assessment methods usages, their need for further training, and suggested methods to enhance assessment literacy in teacher education programs and practice teaching contexts. The researchers collected the data from 69 prospective teachers using an assessment literacy survey and the conceptual framework proposed by Earl (2003) and Earl and Katz (2004) with respect to assessment of learning, assessment for learning, and assessment as learning approaches. What was interesting about the results was that self-perceived level of assessment literacy was relatively low for all pre-service teachers irrespective of their year in the program in Canada. It was also found out that pre-service teachers tended to favor summative assessment purposes while only a small number voiced formative assessment purposes. This showed that pre-service teachers did not receive sufficient training regarding various classroom assessment methods because they were lacking certain knowledge and skills in certain recent issues of LTA especially in formative assessment although they possessed well-developed observational skills. Another noteworthy finding of the study was pre-service teachers' suggestion for more training in alternative assessment methods such as portfolio and performance assessment rather than traditional testing and assessment tools. Volante and Fazio (2007) conclude and recommend "teacher education programs that provide specific courses on assessment and evaluation [.....] should not necessarily assume their teacher candidates are graduating with an acceptable level of assessment literacy to assess and evaluate students effectively" (p.761). Instead, they should regularly conduct needs analyses for prospective language teachers, and the graduates in LTA knowledge and skills and align the content and teaching of the LTA courses with their perceived needs.

In another study carried out in Canada again, DeLuca and Klinger (2010) investigated perceptions of pre-service teachers regarding assessment training in teacher education programs in general. Through a questionnaire administered to 288 pre-service teachers, the researchers aimed to explore how

confident the prospective teachers felt in terms of language testing and assessment theory, philosophy, and practices as well as their expectations of topics from an assessment course in undergraduate education. The findings showed that overall the language testing and assessment course they took in the program increased their confidence levels regarding testing and assessment practices and theory, and to a lesser degree, assessment philosophy when compared to the results of the study by Volante and Fazio (2007). However, it was also revealed that teacher candidates needed direct instruction in certain testing and assessment topics particularly reporting test results, adapting testing and assessment tools, developing constructed-response items, item reliability, validity, articulating their philosophy of assessment because they considered these topics as important aspects of testing and assessment in order to be assessment literate teachers.

In a large scale research project on developing a working definition of LAL and LAL training needs of language teachers in an attempt to develop new teaching materials and online resource for LTA course delivery, Fulcher (2012) constructed an online survey and administered it to language teachers from various parts of the world mostly from Europe, others from Australia and New Zealand, the US, the Middle and Far East. The survey included questions to seek answers to the topics taught in the LTA course they took that were most relevant to their needs; their further needs in LTA; which topics provided in the list should be included in a LTA course; the last LTA course book they studied or used in class and their opinions about these books as well as their expectations from a LTA book, and finally their self-perceived level of LAL. The findings revealed that regardless of where the respondents came from, the teachers stated having received training about the same topics with a specific focus on critiquing language tests, large-scale standardized language testing, and test analysis. The results regarding the language teachers' perceived needs in LTA topics and skills yielded quite a different picture. The most frequently reported topics that the language teachers needed further training were

conceptual understanding of statistics, checking reliability and validity of tests at each development stage, stages of development, classroom-based language assessment, differences between formative assessment and large scale standardized testing. Moreover, the researcher found out that language test development, large-scale standardized language testing, classroom assessment, backwash effect, validity, and reliability were the factors influencing language teachers' self-perceived level of LAL in the provided list of LTA topics and skills. Fulcher (2012) suggests that these can be interpreted as the broad subject areas that should be covered in LTA course materials in language teacher education programs. An outstanding result of this research was related to the language teachers' opinions regarding the LTA course books they last used or studied in their courses as well as their expectations from a LTA book to be used in a LTA course for prospective language teachers. The researcher did not provide any quantitative results as to commonly preferred LTA course books as Brown & Bailey (2008) did in their study, yet detailed qualitative findings were reported. Accordingly, "Language test construction and evaluation" by Alderson et al., (1995) was described as a clear, informative textbook and completely accessible for those new to the field of LTA while adding that the topics were not dealt with in detail and the chapter on statistical analysis required further support from other materials. "Fundamental considerations in language testing" by Bachman (1990) was reported as an essential book by the majority of the informants; however, some also pointed to its overly theoretical nature and lack of practical samples. Two other books by Bachman (2004) and Bachman and Kunnan (2005) on statistical analyses for language assessment were found to provide useful hands-on approach to statistics whereas the informants also warned against some small mistakes in the texts. Moreover, "Language testing in practice" by Bachman and Palmer (1996) was reported as a comprehensive guide to the field of LTA with good examples from various published language tests, yet it was criticized as having less emphasis on classroom-based language assessment which was found to be an important LTA topic required training by the language teachers in the study. Another

LTA book "Language assessment: principles and classroom practice" written by H.D Brown (2006) was generally portrayed as a widely used book with good topic coverage yet including quiet general texts often in need of complementing with other materials. Besides, "Testing in language testing programs" by J. D. Brown (2005) was often described as a practical guideline with clear and easy to follow explanations and statistical examples for Excel which also adopted a balanced approach to theoretical and practical aspects of LTA. Most of the language teachers in the study stated that the LTA book "Testcraft: a teacher's guide to writing and using language test specifications" by Davidson and Lynch (2002) was a popular book as a practical guide to constructing and utilizing test specifications as a blueprint for test development although they commented that it required more samples from a wide range of published language tests. A rather recent publication by Fulcher and Davidson (2007) was reported as a triplet design with a user friendly organization yet too challenging for new comers into the field of LTA. This book was also praised by Davies (2008) who stated that no other publications on LTA came near the breadth of Lado (1961) until Fulcher and Davidson (2007) since it has the most complete coverage of skills, knowledge and principles in LTA. He further described Fulcher and Davidson (2007) as all-embracing because adopting a new approach of effect-driven testing, they brought together testing practice, theory, ethics, and philosophy. Finally, a widely used LTA textbook in LTA courses to train pre-service language teachers as found both by Bailey and Brown (1996) and Brown and Bailey (2008), "Language testing for teachers" by Hughes (1989/2003) was evaluated as an easy to understand textbook with a wide range of topic coverage including practical tasks; however, it was found to exclude recent topics such as integrated skills assessment, social and ethical issues of LTA and have a rather less focus on classroom-based language assessment and too much emphasis on proficiency testing and standardized language testing.



Differently from most of the studies on LAL in terms of data collection procedure, Lam (2015) used data triangulation and collected the data through a survey of teacher education programs, government documents, program handbooks, course outlines, individual and focus group interviews (9 course instructors and 40 pre-service language teachers), student assessment tasks, and he aimed to investigate the overall LTA training picture in five teacher education programs within the context of assessment reforms in primary/secondary schools in Hong Kong. Specifically, the researcher aimed to explore how two assessment courses offered in teacher education programs in Hong Kong affects LAL development of prospective language teachers. One of the noteworthy findings of this study revealed that LAL training in Hong Kong remains insufficient, and LTA courses taught in these programs fall short of bridging the theory-practice gap in LTA for language teachers to manage both classroom-based assessment and large-scale testing in such a testing culture in Hong Kong. For instance, the majority of the pre-service language teachers were doubtful about the benefits of some of the testing and assessment knowledge and skills in their practice teaching course and future professional careers because the LTA course instructors often stated that mentors in schools explicitly employed traditional LTA methods and did not implement any alternative assessment tools in their classes. Lam (2015) concludes that "developing a knowledge base about how to utilize AfL strategies to improve public examination results should be encouraged in language assessment courses, since there is no point in teaching pre-service teachers about theories of assessment of learning and assessment for learning separately without letting them know the benefits of combining the functions of both" (p. 189).

### **2.3.2. Studies on LAL and LTA practices & perceptions of pre-and in-service EFL teachers in Turkey**

Despite its significance and critical role of LTA in language teaching and learning, there is a lack of research on LAL development of pre-and in-service

EFL teachers in the EL teacher education programs in Turkey. To the best of the researcher's knowledge, there are only three theses investigating LAL of EFL teachers in Turkish context (i.e., (PhD theses: Ölmezer-Öztürk, 2018; Yastıbaş, 2018; MA theses: Yetkin, 2015). However, among these, only one is directly related to training and educating pre-service EFL teachers related to LTA, and their perceptions of LAL. There are also few studies conducted on training prospective EFL teachers' LAL in EL Teacher Education programs in Turkey (Hatipoğlu, 2010, 2014, 2015a, Kömür, 2018; Şahin, 2018) and on the level of LAL and LTA practices and/or beliefs of in-service EFL teachers and instructors in Turkey (Büyükkarcı, 2014, 2016; Cirit, 2015; Han & Kaya, 2014; Hatipoğlu, 2015b; Haznedar, 2012; Karagül, Yüksel & Altay, 2017; Köksal, 2004; Mede & Atay, 2017; Ölmezer-Öztürk & Aydın, 2018; Öz, 2014; Öz & Atay, 2017; Özdemir-Yılmaz & Özkan, 2017; Sarıçoban, 2011, Şahin, 2015; Yastıbaş & Takkaç, 2018). However, there are no studies that specifically dwell on the ELTEC in Turkey in terms of its planning, contents, materials, teaching as well challenges and the problems encountered in the ELTEC, the ELTEC instructors' conceptualization of LAL for EFL teachers, and pre-service teachers' evaluation of their LTA training in EL teacher education programs.

In one of the studies on in-service EFL teachers' testing and assessment-related activities and skills, Köksal (2004) investigated Turkish EFL teachers' testing and assessment practices and revealed the problems in the LTA tools prepared by these teachers. Having analyzed 56 different classroom test samples (progress, quiz, and achievement) collected from state schools, he found out the following common problems in the LTA tools prepared by Turkish EFL teachers:

- lack of specification of targeted test takers, skills and language areas targeted, time allocated, and points for each correct answers

- inadequate consideration of students' proficiency level, and more than one possible answers due to the lack of contextualization
- wrong and unclear instructions, illegible handwritten tests, and grammar and spelling mistakes
- lack of skills to adapt the ready-made tests to the purpose of their test, or specific group of students
- long reading texts with inappropriate tasks (e.g., tasks which didn't require reading, but practicing the structure)
- content validity problems due to using ready-made tests without adapting them to their own teaching context, not including the specific topics taught in the lesson), and construct validity problems because of not selecting appropriate tasks and question types to assess language skill

There are two noteworthy conclusions that can be drawn from the results of Köksal's study (2004). The first one is the semantic narrowing of the definition of a test because EFL teachers conceptualize tests as a collection of multiple choice questions. The second one is teachers' low level of LAL given the poor quality of tests prepared by teachers of English since they tend to prepare them by photocopying from various sources and/or downloading them from the internet and formed through a collage technique without adapting the test items, so they risk and damage the content validity of their LTA tool.

Haznedar (2012) conducted a research to examine the current profile and competency of foreign language teachers in Turkish primary schools in general. The results of this study also yielded valuable insights about teachers' LTA practices and skills. It was found out that teachers of English preferred mostly traditional written exams, drills and exercises, true-false questions, and multiple choice questions while few participants tended to use portfolio to assess their students' language skills.

In another study, Öz (2014) examined Turkish EFL teachers' preferences of common testing and assessment methods and their assessment for learning (AfL) practices at different levels of educational context, in public and private institutions in Turkey. Using an online self-report *assessment for learning* questionnaire including likert-scale items, he collected the data from 120 EFL teachers working at primary, secondary, high schools, and universities. The findings of his study were in parallel with the results of Haznedar's (2012) in that most of the Turkish EFL teachers fall back on traditional testing and assessment methods rather than alternative assessment tools (2014, pp. 778-779). Accordingly, most commonly used question types in pen and paper exams were fill-in-the blank, multiple-choice questions, true/false, matching, and short-answer questions. In the second category of testing and assessment methods were less preferred tools such as interviews, projects, portfolio, essay-type exams, and presentations while the least employed assessment methods were self-assessment, peer-assessment, observation, and drama. Moreover, it was revealed that teachers did not tend to use rubric while scoring exam papers or students' presentations. In both studies, the outstanding characteristics of EFL teachers was the over-reliance on the traditional testing and assessment tools irrespective of the skills and age of the learners assessed, and lack of skills and knowledge in alternative assessment tools.

Similar to the study by Öz (2014), Han and Kaya (2014) did a research on LTA practices and habits of EFL teachers working at primary and secondary schools in Turkey. The study specifically aimed to investigate EFL teachers' perceptions regarding the importance of assessing language skills, and preferences of LTA methods collecting the data from 95 EFL teachers through a Classroom Assessment Preferences Survey Questionnaire for Language Teachers adapted from Gonzales and Aliponga (2012). The findings revealed that EFL teachers perceived speaking skills as the most challenging skill to assess (48.4 %), while considering the reading skill as the least challenging

one. This result was congruent with the finding of the study by Ölmezer-Öztürk and Aydın (2018) where it was revealed that EFL instructors had the highest level of LAL in assessing reading. Moreover, EFL teachers tended to give less importance to assessing writing and listening skills of their learners, which can be again supported by the findings of Ölmezer-Öztürk and Aydın (2018) who found out that EFL instructors' LAL level quite low in assessing productive skills and listening skills of the students in their classrooms.

Another study regarding in-service EFL teachers' assessment skills and perceptions was conducted Öz and Atay (2017) to get an understanding of the relation between EFL instructors' perceptions of and knowledge related to classroom-based assessment and their classroom testing and assessment practices as well as the impact of years of teaching experience on how they perceived classroom-based assessment. They collected the data from 12 EFL instructors working at English Preparatory Schools in a Turkish university using a semi-structured interview. Since in the university the students are administered a standardized language tests as an assessment tool to pass the English preparatory class and continue their education in their own departments, the focus of the study was on EFL teachers' perceptions on classroom-based assessment and their practices taking their perceptions into account. What was meant by classroom-based assessment by the researchers was formative assessment tools such as presentations, portfolios, group discussions, projects, individual conferences, cooperative tasks, interviews, think-aloud, and even observation of the students' attendance and participation in the classes. The findings revealed that being recent graduates of EL teacher education programs, EFL teachers had a familiarity with the basic terms and concepts of classroom-focused language assessment although few of them utilized the terms of LTA during the interview. Nonetheless, when it comes to applying what they knew theoretically into practice, they had serious problems and difficulty in using their LTA knowledge to carry out classroom-assessment practices. Although done with a small number of participants, the results of this

study indicate that EFL instructors are aware of the importance and necessity of both summative and formative assessment despite the fact that their students are only expected to take a standardized language test to pass the class while at the same time they are unhappy with the over-use of summative assessment in language education.

Mede and Atay (2017) also explored language assessment literacy of EFL teachers collecting the data from 350 EFL instructors working at preparatory schools in various state and private universities in Turkey using an online LTA questionnaire adapted from Vogt and Tsagari (2014) and focus group interviews. Their findings uncovered enlightening results related to domains of LTA on which EFL teachers received pre- or in-service training, their perceived needs for an in-service training about the issues and topics of LTA field along with their attitudes towards testing and assessment activities in English language preparatory schools in Turkey. Accordingly, the overall findings were in line with the previous studies (Haznedar, 2012; Köksal, 2004; Öz, 2014; Öz & Atay, 2017) because EFL teachers exhibited limited language assessment literacy level. More specifically, among the three domains of LTA (i.e., classroom focused LTA, purpose of testing, and content and concepts of LTA) the highest need for training for EFL teachers was related to the topics of classroom-focused LTA as well as content and concepts related to assessment. For example, they lacked training in the areas such as preparing classroom tests and providing feedback (informal, self or peer feedback), as well as in assessing productive language skills while the only LTA topic they felt themselves assessment literate was assessing language areas; that's, grammar and vocabulary. Moreover, EFL teachers were found to perceive themselves more competent in the skills belonging to the domain of purpose of testing. In other words, they reported having received training in giving grades, placing students using a placement test, preparing diagnostic tests, and using rubrics. As for the training needs of EFL teachers, they expressed the need for training in assessing productive skills especially speaking.

Özdemir-Yılmaz and Özkan (2017) investigated classroom assessment practices of EFL instructors examining their testing and assessment purposes, methods, and procedures comparing the contexts of state and private universities in Turkey. They collected the data from 70 EFL instructors working at English preparatory schools using an adopted version of survey questionnaire developed by Cheng et al. (2004). The results demonstrated that EFL instructors teaching at preparatory schools had learner-centered purposes of testing and assessment with a diagnostic function. The findings also indicated verbal and written feedback as the most frequently used ways of giving feedback while teaching, as well as students' test scores with a written comment attached when reporting students' performances. Another result of the study revealed that EFL teachers tended to neglect assessing productive skills particularly speaking skills of the students, which supported the findings of the other related studies (e.g., Han & Kaya, 2014; Mede & Atay; Ölmezer-Öztürk & Aydın, 2018). Moreover, related to EFL instructors' LTA procedure, it was found out that they frequently utilized ready-made test items from textbooks or prepared by testing offices of the universities, which was found to be a signal of summative assessment approach.

In a similar context, a very recent study carried out by Ölmezer-Öztürk and Aydın (2018) reveal the level of general and skill-based Language Assessment Knowledge (LAK) of the teachers' of English working at tertiary level education in Turkey using a Language Assessment Knowledge Scale (LAKS) they developed. They administered the LAKS to 542 EFL teachers working at schools of foreign languages in universities. The findings uncovered low level of language assessment knowledge and skills because the average score received from the LAKS was 25 out of 60. Moreover, the in-service EFL teachers were found to have the highest level of LAK in assessing reading whereas they had the lowest in assessing listening skills of their students. One significant result was the positive impact of working as a testing unit member on EFL teachers' LTA knowledge and skills while another outstanding finding

was that no other demographic feature as variables such as educational degree (BA, MA, and PhD), years of teaching experience, being an ELT or non-ELT graduate had a significant impact on EFL teachers' LAL level. The non-significant relation between the EFL teachers' LAL level and the educational degree received may not provide much insight because no information was provided about whether the participants took any further LTA and statistics courses during their MA and/or PhD education. However, among these findings, especially the one related to years of teaching experience is really important in refuting and eliminating the fallacy that LTA knowledge and skills develop when teachers start working as a teacher and through experience in teaching. Therefore, it is of great importance that prospective EFL teachers are trained to be language assessment literate in EL teacher education programs, and continue to develop, refresh, and up-date their LTA skills and knowledge while on the job.

With a narrower focus in terms of LTA knowledge and practices of EFL teachers, Karagül, Yüksel and Altay (2017) investigated classroom assessment and grading practices of EFL teachers teaching in various levels of educations: primary, secondary, high schools, and university with a specific aim to reveal their awareness of alternative assessment methods and how often they actually employ these alternative assessment tools. The analyses of the data collected from a small number of participants, 25 EFL teachers through a questionnaire adapted from McMillan (2001) indicated high level of awareness of the alternative assessment tools such as portfolio, projects, presentations, reflective journals, individual conferences, and self-and peer assessments and their belief in the usefulness of these methods. However, due to crowded classrooms and limited number of class hours for teaching English, they reported that they did not utilize these tools to assess their students' language skills, but opted for traditional testing and assessment techniques adopting a summative assessment approach. The results of this particular study is outstanding in that it reveals poor and inappropriate classroom-focused language assessment practices do



not only result from the lack of or insufficient LTA training received by pre-service EFL teachers in EL teacher education programs, but they are also undesired by-products of poor physical conditions of classroom in educational institutions EFL teachers work as well as negative impact of *test-orientedness of Turkish educational system in Turkey* (Hatipoğlu, 2010, 2016a, 2017).

In a very recent study, Yastıbaş and Takkaç (2018) aimed at contributing to understand how EFL teachers develop appropriate LTA tools in accordance with their teaching purposes, and what strategies they utilize when developing their exams. Differently from the earlier studies on LAL level, testing and assessment perceptions and practices of EFL teachers, the researchers collected the data from 8 EFL instructors working at a preparatory school in a state university in Turkey through concurrent and retrospective think-aloud protocols to describe the cognitive processes of the participants used in developing their exams. The results of the study are noteworthy in that the process of developing LTA tools is critical, learner- and course book-oriented to enable EFL teachers to prepare exams in accordance with content and construct validity. The finding is in conflicts with the results of Köksal (2004) and Sarıçoban (2011) indicating that the exams written by EFL teachers in Turkey had content and construct validity problems. Although the results cannot be generalized to the LAL level of all EFL teachers in Turkey considering the small number of the participants of the study, this, in any case, can be considered as a promising development in terms of EFL teachers' LAL in Turkey. Moreover, Yastıbaş and Takkaç (2018) found out that such a process of test preparation followed by EFL instructors results in positive backwash effects on students' learning. This finding also supports the findings of Can-Daşkın (2018) which shows that course books are embraced and regarded as the syllabus in EFL classes; therefore, EFL instructors tended to comply with the content of the course book used in the lesson. Lastly, as another significant finding, the study revealed that EFL instructors adopted a critical attitude in each step of developing their exams. In other words, the

instructors employed certain critical thinking skills such as brainstorming and private speech when selecting their reading and listening texts as well as the question types used to assess these skills, and finally self-assessing their exams. This finding verifies the researchers (e.g., Inbar-Lourie, 2008b; Malone; 2008; O'Loughlin, 2013) who argue that one of the prominent constituent of language assessment literacy is to act and think critically in every phase of language assessment practices.

Common to all of these studies on in-service EFL LAL level, classroom-focused language assessment practices, and/or perceptions of LTA activities is the limited and insufficient LTA training provided to pre-service EFL teachers to develop their LAL in EL teacher education programs, and the need for more and quality training that involves theoretical and practical aspects of LTA for both pre- and in-service education. It is highly important that teachers graduating from EL teacher education programs receive appropriate, effective, and sufficient training in LTA to have a sufficient level of LAL to successfully and appropriately apply the theoretical knowledge and concepts of LTA in their profession.

With respect to the research on LAL development and assessment perceptions of pre-service EFL teachers in Turkey, as a first attempt to obtain a summative evaluation of the English Language Testing and Evaluation course (ELTEC) offered to develop language assessment literacy of prospective teachers in EL teacher education programs in Turkey, Hatipoğlu (2010) administered a questionnaire and conducted interviews with 81 pre-service EFL teachers at a state university in Ankara. She specifically aimed to reveal how effective the ELTEC was in improving prospective teachers' LTA knowledge and skills to cope with the complex and challenging LTA practices in their future career. The findings of the study were illuminative for the instructors teaching the ELTEC in the sense that pre-service EFL teachers found some part of the topics taught in the ELTEC too abstract and theoretical that they had difficulty

in comprehending, therefore, applying them in their LTA practices. Thus, what they distinctly emphasized was the need for more practice and application-based tasks within the scope of the course, so that they could undertake more active role in the course of their LAL development. Moreover, the pre-service EFL teachers called for an attention to the choice of the course books and other reading texts in the ELTEC because they found the language of these texts quite difficult and complex. What's more, among the LTA concepts and topics, the prospective teachers mostly considered "assessing language skills and language areas", and principles of "reliability and validity" as the most helpful and required topics for their future LTA activities in their profession. These three topics of LTA were followed by the topics of test types, preparing multiple choice questions, the relationship between teaching and testing, and types of testing (Hatipoğlu, 2010).

Five years later, Hatipoğlu (2015a) conducted a similar research with a more focus on pre-service EFL teachers' level of LAL and their expectations from the ELTEC in the development of their LAL level. The results emerging from the analyses of the datasets collected from 124 pre-service EFL teachers via needs analysis survey questionnaires and interviews showed that after receiving four-year training in an EL teacher education program and taking a LTA course, they still had very limited knowledge related to LTA. Moreover, although they had certain learning expectations from the ELTEC such as the skills of evaluating, selecting and writing suitable tests, and finally preparing their students for the national and international standardized language tests since they were aware of the importance of testing and assessment in education, it was interesting to see that more than half of pre-service EFL teachers thought that just one course would be enough to prepare them to be language assessment literate enough for the challenging tasks of classroom-focused assessment. This might be due to fact that pre-service EFL teachers did not have enough experience in preparing language tests, administering, and scoring these tests during their training; therefore, they were not really aware

of what and how much they should be trained in LTA. Hatipoğlu (2015a) concludes that the local context of education, the local assessment culture, and the pre-service EFL teachers' previous LTA experiences as students might strongly affect their beliefs, perceptions, and expectations about their LAL training in the ELTEC and their perceived level and significance of LTA training in their teaching profession.

With a different perspective and research purpose Cirit (2015), in an experimental research, investigated the impacts of tasks pre-service EFL teachers were involved in a methodology course via Web 2.00 tools on their perceptions about and attitudes towards the use of traditional, alternative, and online LTA tools. To this end, she conducted a fourteen week of treatment on 40 sophomore students in an EL teacher education program, including 6 different tasks using 7 different Web 2.00 tools. The pre-service EFL teachers were administered a pre- and a post-survey and semi-structured interviews after the process of implementing the tasks utilizing various Web 2.00 tools. The results indicated that pre-service EFL teachers possessed positive attitudes towards alternative assessment methods and after the applications of Web 2.00 tools, the level of their positive perceptions and attitudes tended to increase. Overall, almost all prospective EFL teachers demonstrated positive perceptions toward adapting web 2.0 tools for LTA practices. In some cases, they tended to select alternative assessment methods over online or traditional assessment tools because they reported that alternative assessment tools were more motivating and contributing positively to student learning providing regular and detailed feedback as well as improving learners' critical thinking skills. The importance of this study lies in the incorporation of instructional technology into LAL training of pre-service EFL teachers considering the need to improve digital literacy level of prospective teachers following the requirements of teaching profession in the 21<sup>st</sup> century. The findings shed light on the positive contributions of real-world technology-enhanced experiences with authentic assessment. Thus, teacher educators, teachers, and

administrators can focus more on how to incorporate technology-based tools into their testing and assessment activities.

Considering the extent of recent paradigm shift in assessment pedagogy, Kömür (2018) aimed to investigate prospective EFL teachers' awareness of new trends, and innovations in LTA and their readiness level to effectively carry out classroom-based language assessment. Administering a survey including open ended questions to 49 pre-service EFL teachers, in congruence with the results of the studies by Öz and Atay (2017) and Karagül, Yüksel, Altay (2017), he found out that in general students were aware of the recent alternative assessment methods such as portfolio, performance tasks, and projects expected from EFL teachers to use in classroom assessment. However, the results also showed that very few students mentioned projects, learner diaries, observation, peer-and self-assessment as recent contemporary classroom assessment methods. Moreover, although EFL teachers possessed the theoretical knowledge of LTA issues and concepts, when it came to applying and reflecting them in their classroom assessment practices, they tended to demonstrate poor and inappropriate applications experiencing difficulties (Kömür, 2018; Öz & Atay, 2018; Karagül, Yüksel, Altay, 2017). Kömür's study (2018) also revealed that pre-service EFL teachers expressed the need for more training as well as practice to apply various alternative assessment methods in their actual classroom and technology-based language testing and assessment (Cirit, 2015) . One significant finding of the study was that all of the students expressed sufficient amount of theoretical training in LTA, yet half of the prospective EFL teachers reported feeling of incompetent in LTA practices that will be expected from them in their future career because of the lack of experience and practice in language test preparation, administrating, and scoring as well as applying alternative assessment tools while only 37 % felt sufficient to effectively manage LTA activities.

Briefly, the research related to pre-service EFL teachers' perceptions of classroom-based language assessment, their LAL development, and expectations from the ELTEC offered in EL teacher education programs draw both a positive and negative picture of the current LAL development of prospective EFL teachers. The findings of these studies demonstrate that pre-service EFL teachers possess some level of awareness of the importance of developing their LAL for successful language teaching and learning. However, the ELTE course which is the only LTA-related course they are offered to teach LTA issues and concepts in EL teacher education program in Turkey are found to be limited in terms of providing pre-service EFL teachers with the required practices and application-based tasks to experience and internalize knowledge and skills of LTA.

#### **2.4. Renewals of English Language Teaching Curricula in 2012 and 2018 by the Ministry of National Education (MoNE)**

The prospective EFL teachers graduating from the ELT Programs in Turkey generally teach English at private and public primary, elementary, and secondary education institutions as well as at the preparatory classes at the universities. Those who teach English at primary, elementary and secondary schools need to stick to the English Language Teaching Curricula prepared and provided by the MoNE. Therefore, for EL teacher education programs, it is essential and critical to analyze and examine these curricula in detail because the pre-service EFL teachers graduating from EL teacher education programs are expected to effectively and successfully follow and apply them at schools they are appointed to or hired both during teaching and testing and assessment processes. In accordance with the facilities and features of their educational setting and the learners, they are expected to carefully plan and put the curriculum into practice. Hence, one of the crucial objectives of EL teacher education programs in Turkey is to prepare prospective EFL teachers to perform the requirements of the English Curricula to carry out effective,

successful, and quality language teaching, testing and assessment in their professional life. Moreover, it is one of the foremost responsibilities of teacher education programs to train and educate prospective teachers in such a way to carry out their profession and deal with the social context of schools and schooling in their countries (Freeman and Allwright, 1998). Thus, for a better understanding of in which contexts of education the prospective EFL teachers will be working and what instructional and assessment practices are expected from them, the English Language Teaching Curricula for primary, elementary, and secondary education which underwent renewal in 2013 and 2018 have been presented and discussed below:

In Turkey, English Language Teaching Curricula for primary, elementary (MEB-TTKB, 2013a) and secondary education (MEB-TTKB, 2013b) that EFL teachers are expected to follow have gone through 2 update and renewal phases by MoNE in the last decade. In 2013, the Turkish educational system went through a transition from the 5+3+4 educational model to the new 4+4+4 system, which necessitated a renewal for the available curricula. Especially for English language teaching, this system required that the onset of English instruction be moved from 4<sup>th</sup> grade to the 2<sup>nd</sup> grade. Thus, a new curriculum including syllabi for the 2<sup>nd</sup> and 3<sup>rd</sup> grades was needed (MEB-TTKB, 2013a). Since learners would start to learn a foreign language at around 6 years old instead of at the age of 8, a drastic change was indispensable in the program considering the needs and developmental features of young learners (MEB-TTKB, 2013a). Accordingly, for all grades in primary and elementary education, the fundamental focus is on oral language skills. More specifically, in 2<sup>nd</sup> grade, learners are taught oral language skills in A1 proficiency level only, utilizing major tasks and methods such as total physical response, art and crafts, songs, games, and drama. 3<sup>rd</sup> and 4<sup>th</sup> graders are also primarily taught listening and speaking in A1 level along with very limited reading and writing (i.e., very limited refers to texts including 10 words at most). For the learners in 5<sup>th</sup> and 6<sup>th</sup> grades, the focus is again on developing their listening and speaking

skills accompanied with limited reading (i.e., limited refers to texts including 25 words at most) and very limited writing tasks adding the techniques such as drama and role play into their teaching process. For 7<sup>th</sup> and 8<sup>th</sup> graders, the chief focus is on listening and speaking; however, reading and writing are taught as a secondary goal by the teachers adopting specifically theme-based instruction to contextualize language learning atmosphere. Following the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, 2001), the renewed curricular model emphasizes language use in an authentic communicative environment to develop communicative competence. To achieve this and to meet diverse needs of learners at different grade levels, teachers are suggested to adopt eclecticism based on action-oriented approach. Moreover, for each grade level, a series of 10 thematically interrelated units are provided with the targeted lexical items, grammatical structures, and functions to improve communicative competence (MEB-TTKB, 2013a, 2013b).

In these published curricula, explanations of the major philosophy of the curriculum, general objectives, key competences aimed to develop, values education, testing and evaluation approach, suggested testing and assessment techniques for language skills (see Appendix A), and syllabi for all grade levels are provided for the schools and language teachers.

The next revision done on the curriculum in 2018 did not require drastic changes. Instead, the previous curriculum has been updated in accordance with the opinions and suggestions from the teachers, parents, and academicians as well as considering the pedagogic philosophy of both basic skills and values education (MEB-TTKB, 2018a). However, it can be easily observed that in the revised curriculum, a detailed and specific component for testing and evaluation approach and suggested testing techniques for assessing language skills are provided (pp., 6-8) instead of a paragraph-long brief explanation regarding assessment in the previous version. Despite being minimal, it is an



encouraging improvement because this update signals the recognition of the critical role of appropriate and quality testing and assessment procedures, as well as the attempt to eliminate unsuitable and ineffective testing and assessment applications.

Seeing testing and assessment as one of the most significant component in the teaching and learning process, the curriculum stresses the possible risk of negative backwash effect on teaching and learning when testing and assessment practices are inconsistent with the nature of the curriculum (MEB-TTKB, 2018a). Therefore, in line with the teaching philosophy, the theoretical frame of testing and assessment procedures are primarily grounded on the CEFR where diverse testing and assessment types and techniques especially alternative assessment tools and process-oriented assessment are suggested. As one of the alternative assessment tools, self-assessment is highly recommended to enable learners to monitor their own learning and progress on their path to develop communicative competences (MEB-TTKB, 2018a). Apart from alternative assessment or informal assessment applications, the curriculum also demands formal assessment practices such as formal written and oral exams, quizzes, assignments and projects for an objective record of students' attainments. However, in the curriculum, it is pointed out that 2<sup>nd</sup> and 3<sup>rd</sup> graders are not tested through formal assessment, but by means of formative assessment procedures "in cooperation with regular in- and outside-the-class tasks to create positive attitudes, beliefs and motives toward learning English" (p., 6). Starting from the 4<sup>th</sup> grade, English language skills and knowledge of the learners are measured through both formative and summative assessment procedures.

Furthermore, the renewed curriculum repeatedly underlies the importance of communicative competence in English language teaching, therefore, explicitly adopts Bachman's (1990) theoretical proposals for testing communicative competence. Accordingly, certain aims and principles of summative (e.g., pen

and paper exams) and formative assessment (e.g., self-assessment, preparing posters, or summarize the main points of the course at the end of the lesson) to be exploited by the teachers for diagnostic, reflective and assessment purposes should (MEB-TTKB, 2018a):

- be in line with the students' developmental characteristics,
- cover four language skills and implicit assessment of language components,
- vary in terms of learning styles and cognitive characteristics of the students,
- be in consistent with the learning and teaching methodology depicted in the curriculum,
- create positive and beneficial backwash effect,
- include self-assessment, reflection and feedback and
- help students identify their strengths and weaknesses and target areas that need work (p., 7).

Moreover, it is recommended that teachers be equipped with a rich variety of testing and assessment techniques in order to measure learners' language proficiency, to encourage them to observe their pace of learning and progress, and to sustain and support student learning outside the classroom as well. With such diversity in testing and assessment procedure, it is aimed that learning experiences of the students will be strengthened. This also emphasizes and brings the issue of the ever-growing need for improving and reforming EL teacher education programs in terms language testing and assessment literacy training.

The updates and renewal in the new 2<sup>nd</sup> – 8<sup>th</sup> Grades English Curriculum (MEB-TTKB, 2013a) also necessitated a revision in the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum (MEB-TTKB, 2013b) because the latter is a continuum of former. In addition to the pursuit of developing learners' communicative competence in English, the curriculum encourages students "to be involved in task-based, collaborative, and project-based language activities that would empower learners by increasing their self-esteem, autonomy, and language skills" (MEB-

TTKB, 2018b, p., 6). Different from the 2<sup>nd</sup> – 8<sup>th</sup> Grades English Curriculum is the strong emphasis the new 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum puts on the use of technology in English classes. With the global use of English as a lingua franca, and due to the profile of learners as being digital natives (Prensky, 2001), language teaching called for a blended-learning environment for language learners by supplementing face-to-face teaching with online materials and tasks. This revision in teaching also shows itself in the testing and assessment applications suggested in the curriculum. Along with the classroom-based assessment and testing, electronic assessment types specifically Video Blogs (V-logs), Tech Pack, and E-portfolios are added to the testing and assessment repertoire. In other words, 9<sup>th</sup> - 12<sup>th</sup> Grades English Curriculum advocates the use of diverse testing and assessment tools with a combination of alternative, traditional, and electronic assessment types (MEB-TTKB, 2018b) using integrative and direct testing approaches and measuring students' performances on the basis of rubrics designed in detail.

Furthermore, authentic assessment tools that ensure communicative assessment are included in the new 9<sup>th</sup> - 12<sup>th</sup> grades English curriculum (MEB-TTKB, 2018b). One of the important reasons of the lack of ability to use English communicatively among many Turkish learners of English can be attributed to the mismatch between how the language is taught and how students' language learning and skills are tested and assessed (MEB-TTKB, 2018b). Namely, not assessing students' language skills and knowledge communicatively, where they directly use the language, has resulted in harmful backwash effect on what and how students learn the language. Thus, "in order to sustain such a productive, communicative, and dynamic language learning environment, the assessment techniques used should also reflect the language teaching and learning methods" (MEB-TTKB, 2018b, p., 6), incorporating multiple feedback providers for different assessment practices such as self, peer, teacher, computer-mediated, and/or parent assessment. Moreover, the

curriculum strongly recommends that teachers concentrate on assessing learners' speaking skill.

As can be seen from the updates and revisions on the English Curricula of the 2<sup>nd</sup> – 8<sup>th</sup>Graders and 9<sup>th</sup> - 12<sup>th</sup>Graders, testing and assessment facet of English Language Teaching in Turkey has shifted to an understanding of the concept both as "assessment for learning" and "assessment of learning" from an "assessment of learning" dominated perspective. This shift can also be observed from the sample assessment practices suggested in the 9<sup>th</sup> - 12<sup>th</sup>Grades English Curriculum, in which the assessment tasks are actually carried out to contribute and support students' learning and progress rather than evaluating their success merely to give grades or to inform other stakeholders:

- to assess integrated skills in English, learners can read a short passage on a current topic and/or listen to a short listening excerpt (or watch a short clip) and then write a short argumentative paragraph to defend their stand on the issue as well as talking to defend their points of view in three minutes.
- to assess speaking skill students can also select a random real-life situation from a list given by the teacher and act it out in the form of a conversation in pairs or groups. In this way students can demonstrate both their listening and speaking skills.
- to assess reading and writing together, students can read a news article and write a short review or letter to the editor (MEB-TTKB, 2018b, p. 12).

All of these mentioned testing and assessment rationale and principles in the English Language Teaching Curricula implemented in Turkey, in a way, reflect what declarative and procedural knowledge of language testing and assessment prospective EFL teachers are expected to have acquired before starting their career. EL teacher education programs, therefore, need to actually align university programs closely with schools so that they can relate theory to practice in actual schools (Lange, 1990). Moreover, they should align the content of the ELTEC with the skills and knowledge EFL teachers need in order to prepare and apply appropriate, quality, and effective testing and

assessment tools with an informed-decision making process before pre-service EFL teachers are certified to become fully-developed members of the professional community in the specific educational context. "If it is not done, then the unwanted imbalance between teaching and assessment and old beliefs related to testing will be perpetuated" (Hatipoğlu, 2017, p. 248).

## CHAPTER 3

### METHOD OF RESEARCH

#### 3.1. Presentation

In this chapter, the research design, the context of the study, the participants, the data collection and data analysis procedures and the pilot studies are presented and discussed in detail.

#### 3.2. Research design

This thesis has been designed as convergent parallel mixed methods research study (i.e., "concurrent triangulation strategy" (Creswell, 2007, p.213)) (Creswell & Plano Clark, 2011; Creswell, 2013). Mixed methods research focuses on gathering, analyzing, and mixing both quantitative and qualitative data in a single research or series of studies with a specific aim of providing a better understanding of research problems by combining quantitative and qualitative approaches rather than either approach on its own (Creswell & Plano Clark, 2011). In other words, mixing both quantitative and qualitative research and data enables the researcher to gain rich and detailed understanding of the phenomenon under examination, while at the same time offsetting the disadvantages inherent to each design when used on its own (Creswell, 2013). Therefore, in this study, different but complementary data were gathered utilizing a questionnaire to gather both quantitative and qualitative data from pre-service EFL teachers regarding their perceived amount of undergraduate LTA training, and semi-structured interviews with the lecturers teaching the ELTEC, and documents (i.e., syllabi used in the ELTEC) to collect qualitative

data as well as course catalogues reached from departments' websites. Prioritizing the methods equally, the study is a convergent parallel design in nature since two independent strands of quantitative and qualitative data sets were collected in a single phase and analyzed separately (Creswell & Plano Clark, 2011). Later, the analyzed interview and course syllabi data were compared and merged where points of interface were spotted so that data triangulation was achieved (i.e., learning objectives, course contents, course materials, and assessment methods) and the results of the LAL questionnaire were compared with the findings of the merged interview and course syllabi data during the overall interpretation (Creswell & Plano Clark, 2011; Creswell, 2013). "This mixed method model is advantageous because it is familiar to most researchers and can result in well-validated and substantiated findings (Creswell, 2007, pp. 213-214).

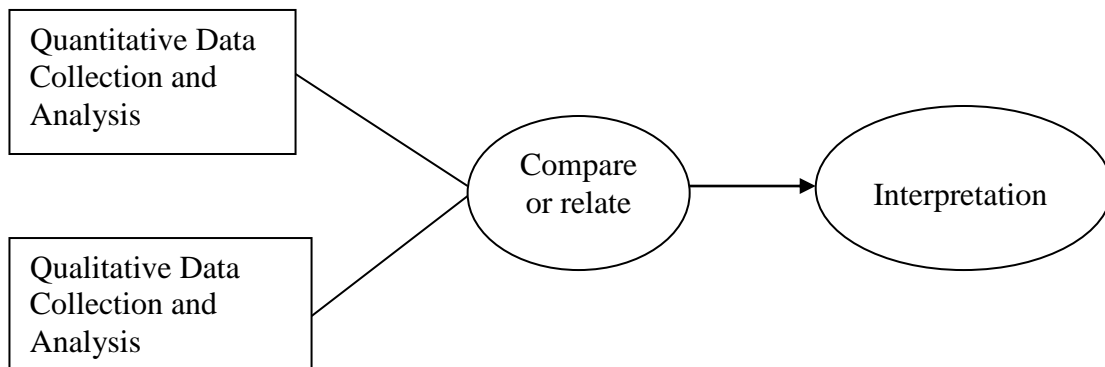


Figure 3.1. *Convergent Parallel Mixed Methods* (Creswell, 2014, p. 270)

### 3.3. Participants

The data for this study were collected from two major informant groups: (1) pre-service teachers of English as a Foreign Language (EFL) who have taken ELTEC in EL Teacher Education Programs at private and state universities in Turkey and (2) university instructors who have taught the ELTEC in EL

Table 3.1

*The list of universities with EL Teacher Education Programs in Turkey and the information related to the term during which the ELTEC is taught*

<b>Universities with ELT Programs</b>	<b>Type</b>	<b>ELTEC</b>
1. Abant İzzet Baysal University	State	8 <sup>th</sup> term
2. Akdeniz University	State	8 <sup>th</sup> term
3. Aksaray University	State	8 <sup>th</sup> term
4. Alanya Alaaddin Keykubat Üniversitesi (Antalya)	State	8 <sup>th</sup> term
5. Amasya University	State	8 <sup>th</sup> term
6. Anadolu University	State	8 <sup>th</sup> term
7. Atatürk University (Erzurum)	State	8 <sup>th</sup> term
8. Aydın Adnan Menderes University	State	8 <sup>th</sup> term
9. *Bahçeşehir University (İstanbul)	Private	No ELTEC
10. Balıkesir University	State	8 <sup>th</sup> term
11. Başkent University	Private	8 <sup>th</sup> term
12. Bayburt University	State	8 <sup>th</sup> term
13. Biruni University	Private	8 <sup>th</sup> term
14. Boğaziçi University	State	8 <sup>th</sup> term
15. Çağ University	Private	8 <sup>th</sup> term
16. Çanakkale Onsekiz Mart University	State	8 <sup>th</sup> term
17. Çukurova University	State	8 <sup>th</sup> term
18. Dicle University (Diyarbakır)	State	8 <sup>th</sup> term
19. Dokuz Eylül University (İzmir)	State	8 <sup>th</sup> term
20. Düzce University	State	8 <sup>th</sup> term
21. Erciyes University (Kayseri)	State	8 <sup>th</sup> term
22. Erzincan Binali Yıldırım University	State	8 <sup>th</sup> term
23. Eskişehir Osmangazi University	State	8 <sup>th</sup> term
24. Fırat University (Elazığ)	State	8 <sup>th</sup> term
25. Gazi University (Ankara)	State	8 <sup>th</sup> term
26. Gaziantep University	State	8 <sup>th</sup> term
27. Hacettepe University	State	8 <sup>th</sup> term
28. Harran University	State	8 <sup>th</sup> term
29. Hasan Kalyoncu University	Private	8 <sup>th</sup> term
30. Hatay Mustafa Kemal University	State	2 <sup>nd</sup> term
31. İnönü University (Malatya)	State	8 <sup>th</sup> term
32. İstanbul Aydın University	Private	8 <sup>th</sup> term
33. İstanbul Bilgi University	Private	6 <sup>th</sup> term
34. İstanbul Kültür University	Private	8 <sup>th</sup> term
35. İstanbul Medeniyet University	State	8 <sup>th</sup> term
36. İstanbul Medipol University	Private	8 <sup>th</sup> term
37. İstanbul Sabahattin Zaim University	Private	8 <sup>th</sup> term
38. İstanbul University	State	8 <sup>th</sup> term
39. İzmir Demokrasi University	State	8 <sup>th</sup> term
40. Kocaeli University	State	8 <sup>th</sup> term
41. MEF University (İstanbul)	Private	8 <sup>th</sup> term
42. *Maltepe University (İstanbul)	Private	No ELTEC
43. Marmara University	State	8 <sup>th</sup> term



Table 3.1

*The list of universities with EL Teacher Education Programs in Turkey and the information related to the term during which the ELTEC is taught-(Cont.'d)*

44. Mehmet Akif Ersoy University (Burdur)	State	8 <sup>th</sup> term
45. Mersin University	State	8 <sup>th</sup> term
46. Middle East Technical University (Ankara)	State	7 <sup>th</sup> term
47. Muğla Sıtkı Koçman University	State	8 <sup>th</sup> term
48. Necmettin Erbakan University (Konya)	State	8 <sup>th</sup> term
49. Nevşehir Hacı Bektaş Veli University	State	8 <sup>th</sup> term
50. Okan University (İstanbul)	Private	8 <sup>th</sup> term
51. Ondokuz Mayıs University (Samsun)	State	8 <sup>th</sup> term
52. Pamukkale University (Denizli)	State	8 <sup>th</sup> term
53. Sakarya University	State	7 <sup>th</sup> term
54. Sivas Cumhuriyet University	State	8 <sup>th</sup> term
55. Süleyman Demirel University (Isparta)	State	8 <sup>th</sup> term
56. TED University	Private	6 <sup>th</sup> term
57. Trabzon University	State	8 <sup>th</sup> term
58. Trakya University (Edirne)	State	8 <sup>th</sup> term
59. Ufuk University (Ankara)	Private	8 <sup>th</sup> term
60. Uludağ University	State	8 <sup>th</sup> term
61. Yeditepe University (İstanbul)	Private	8 <sup>th</sup> term
62. Yıldız Technical University	State	8 <sup>th</sup> term
63. Yozgat Bozok University	State	8 <sup>th</sup> term

- 47 State and 16 Private Universities in total
- 11 universities color-coded either have been founded in the last 2 years, so they do not have any senior students (who have taken the ELTEC)
- \*2 universities do not offer any ELTEC

*\*\*This list has been prepared by referring to the Manual for Student Selection and Placement Center (ÖSYM, 2018).*

Teacher Education Programs in the last five years in Turkey. To identify the universities embodying EL Teacher Education Programs, the manual prepared by Student Selection and Placement Center (ÖSYM, 2018) was used. All of the private and state universities offering EL Teacher Education Programs were found and listed in an alphabetic order (see Table 3.1). Accordingly, in Turkey there are 63 universities (47 state; 16 private) offering an EL Teacher Education Program. However, out of 63 universities, 11 universities were opened in the last two years (see the color-coded universities in Table 3.1). Therefore, there are not any senior students having taken the ELTEC since

they have not reached the academic year in which ELTEC is supposed to be taught. Moreover, two universities (i.e., Bahçeşehir and Maltepe Universities) do not offer any specific LTA courses in their curriculum. In other words, the population of this research includes the pre-service EFL teachers who have taken the ELTEC and the instructors teaching the ELTEC in ELT programs at these 50 universities in Turkey. Some of the universities offer ELTEC in the third year of the program (e.g., İstanbul Bilgi University), so the questionnaire was administered to 846 pre-service EFL teachers, to the seniors from 24 different universities, and to the juniors from 1 university. Moreover, 21 ELTEC instructors from 13 different universities out of these 24 universities were interviewed. Overall, it can be stated that a representative amount of sampling is believed to have been achieved.

(1) The first group of the participants consisted of the pre-service EFL teachers, most of whom were about to graduate from the university since the ELTEC is placed in the fourth year of undergraduate program either in the seventh or eighth term of the academic year in EL teacher education programs in most of the universities in Turkey. Given the fact that one of the research questions of this study is how pre-service EFL teachers evaluate the amount of training they have received in their university education and their attitudes towards LTA, they were expected to have taken the ELTEC. The researcher started to collect the actual data from the pre-service EFL teachers at the end of the spring semester in 2016-2017 academic year, and it lasted for a year. As can be seen in Table 3.2, 846 pre-service EFL teachers from 24 different universities (21 state, 3 private universities) filled out the questionnaire including Likert-scale items and open-ended questions to evaluate their LTA training they received. The age of the participants ranged from 22 to 38 years old, with a mean age of 22.75. Of 846 pre-service EFL teachers, 228 were male participants while 618 were female.

(2) Second group of the participants was composed of the university instructors who have taught ELTEC in the last five years in EL Teacher Education Programs in public and private universities in Turkey. The instructors who have taught the ELTEC in the last five years were identified either by asking the pre-service EFL teachers during the administration of the questionnaire or by searching on the department websites to reach the names of the instructors. Afterwards, all of the instructors teaching the ELTEC were sent an e-mail two times in a row or in some cases phoned in person to request for an appointment for an interview from January

Table 3.2  
*Demographic information of the pre-service EFL teachers*

Name of the University	Gender of the Participants		Total
	male (freq.)	Female(freq.)	
1. Anadolu University	27	90	117
2. Gazi University	20	90	110
3. Kocaeli University	35	58	93
4. Çanakkale Onsekiz Mart University	31	34	65
5. Uludağ University	19	40	59
6. Akdeniz University	22	34	56
7. Middle East Technical University	15	34	49
8. Başkent University	6	38	44
9. Osman Gazi University	10	30	40
10. Bilgi University	4	34	38
11. Ondokuz Mayıs University	8	28	36
12. Abant İzzet Baysal University	10	24	34
13. Pamukkale University	3	23	26
14. Hacettepe University	2	21	23
15. Çukurova University	7	13	20
16. Ufuk University	3	9	12
17. Boğaziçi University	1	7	8
18. Marmara University	1	3	4
19. Mersin University	0	3	3
20. Gaziantep University	3	0	3
21. Trakya University	0	3	3
22. Süleyman Demirel University	1	0	1
23. Konya Necmettin Erbakan University	0	1	1
24. Mehmet Akif Ersoy University	0	1	1
<b>Total</b>	<b>228</b>	<b>618</b>	<b>846</b>

to August in 2018, and finally 21 ELTEC instructors agreed for an interview. In the end, 21 ELTEC instructors (10 male, 11 female) were interviewed either face-to face (n.14) or on the phone (n.7) from 13 different universities in Turkey (16 state, 3 private universities) (see Table 3.3). Each individual interview lasted about 40 minutes, so the researcher ended up with 14 hours 41 minutes of interview data in total.

The age of the instructors ranged from 36 to 78, and the mean age was 49. The interviewees were informed about the general purpose of the study and that any personal identifiers will be removed from the interview to ensure their anonymity. Moreover, their permission was taken to record the whole interview.

Table 3.3  
*Demographic information of the ELTEC instructors*

Name of the University	Gender of the Participants		
	male(freq.)	Female(freq.)	Total(freq.)
1. Gazi University	1	2	3
2. Hacettepe University	3	0	3
3. Middle East Technical University	1	2	3
4. Süleyman Demirel University	1	1	2
5. Çanakkale Onsekiz Mart University	1	0	1
6. Akdeniz University	0	1	1
7. Kocaeli University	1	0	1
8. Boğaziçi University	0	2	2
9. Pamukkale University	1	0	1
10. Ondokuz Mayıs University	0	1	1
11. Bilgi University	0	1	1
12. Başkent University	1	0	1
13. Ufuk University	0	1	1
<b>Total</b>	<b>10</b>	<b>11</b>	<b>21</b>

### 3.4. Data collection procedures

Using a convergent parallel mixed-methods research design, the data in this study were collected using three different data collection tools/procedures

because it entails data triangulation to conduct more in-depth, rich, and holistic analyses to ensure internal validity (Creswell, 2013) as well as arrive at reliable findings (Creswell, 2013; Merriam, 1988) regarding the current state of the ELTEC in general, the status quo of the how and to what extent the prospective EFL teachers are trained in LTA as well as the problems and challenges faced in the planning and teaching of the ELTEC and possible solutions and suggestions to the existing problems in developing and implementing the ELTEC, therefore, LAL of prospective EFL teachers. To gather the data, with an explicit goal of examining the reality from different perspectives (McDonough and McDonough, 2006), the study makes use of (1) survey research (i.e., questionnaire administered to the pre-service EFL teachers), (2) interviews (i.e., semi-structured interviews conducted with ELTEC instructors), and archival research (Vogt et. Al. (2014) (i.e., ELTEC syllabi as archival source or document).

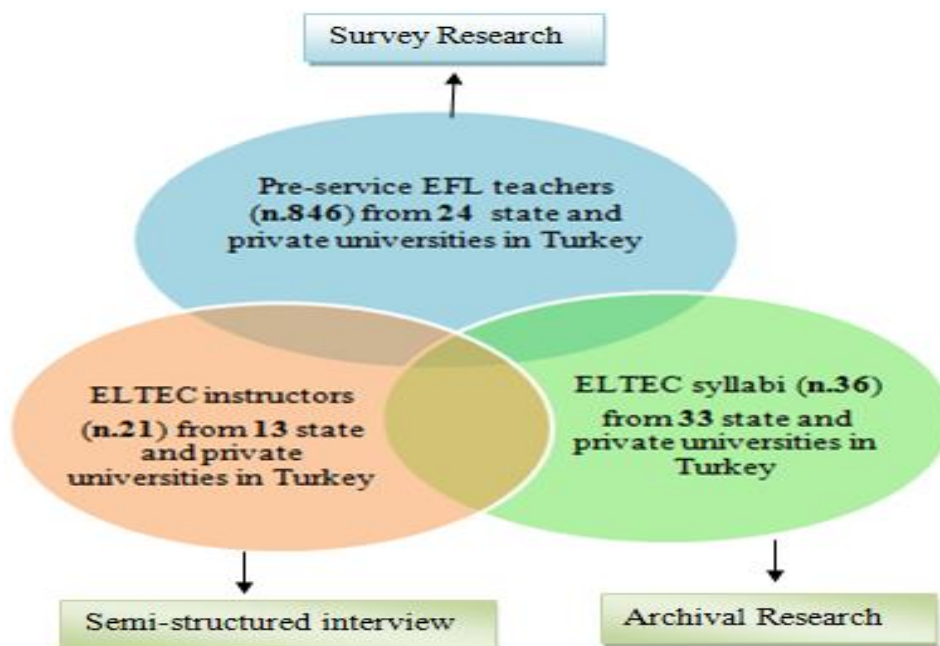


Figure 3.2 Data collection tools and participants of the study

In the end, to achieve the objectives of the study, apart from these tools, university catalogues, FLE departments' websites, ELT curricula published by MoNE, EL Teacher Education Curriculum, and Common European Framework of Reference (CEFR) were scrutinized to reach further data to support and supplement the main data sets and the results of the study.

### **3.4.1 LAL Training questionnaire for pre-service EFL teachers**

The questionnaire administered to the pre-service EFL teachers was adapted from the questionnaire that Vogt and Tsigari (2014) used in their study. The questionnaire includes Likert-scale and open-ended items. It has three sections and aims to gather information with regards to pre-service EFL teachers' evaluation of their training in LTA. The first part of the questionnaire includes questions aiming to collect background information about the informants (e.g., age, experience, gender), their educational background in general, educational background related to LTA. The second part of the questionnaire is in the format of a Likert-scale. It includes items about (1) classroom-based language testing & assessment, (2) purpose of testing, and (3) content and concepts of LTA. The pre-service EFL teachers are asked to tick or choose "none", "little", "sufficient/intermediate", and "advanced/extensive" in order to specify to what extent they think they have received training in LTA throughout their university education related to these given topics.

Most of the questionnaire data were gathered from the pre-service EFL teachers by sending the link of the online questionnaire to the EL Teacher Education Programs at the Departments of Foreign Language Teaching in each university, and they were asked to forward the link to the pre-service EFL teachers having taken the ELTEC. The link of the online questionnaire was also shared on a social platform to use snowball technique with the aim of reaching out as many participants as possible. However, the bulk of the data were collected by administering the questionnaire during a course in classes

where it took 20-30 minutes for the participants to fill it out. In the end, after sending the e-mail as a request for filling out the questionnaire to the universities three times in a row at intervals during 2016-2017 and 2017-2018 Academic Years, 846 pre-service EFL teachers completed the questionnaire from 24 different universities.

### **3.4.2. Semi-structured interviews with the university lecturers**

Semi-structured interviews with the university lecturers teaching the ELTEC in the Departments of Foreign Language Teaching in private and public universities in Turkey were carried out and audio-taped. To prepare the interview questions, the instructor survey and instructor interview questions designed by Jeong (2013) were taken as a spring board, and depending on the research questions of this thesis, certain questions were added, and some changes were made to the wording of Jeong interview questions. The interview data represent the qualitative part of the research. Since it is a semi-structured interview, the guiding questions have been designed to leave room for necessary changes or additions (Dörnyei, 2007). Semi structured interviews permit researchers to change the order of the questions or modify them in order to receive more extensive follow-up responses with richer interactions (McDonough & McDonough 2006), at the same time allowing more well-coordinated data. The aims of the semi-structured interviews are to:

(1) reveal the:

- (a) educational background of the lecturers teaching the ELTEC in Turkey
- (b) their opinions related to the placement of the ELTEC and the number of LTA courses in the EL Teacher Education Curriculum
- (c) planning and teaching of the ELTEC
- (d) learning objectives and contents covered in the ELTEC
- (e) course materials
- (f) assessment in the ELTEC

(2) collect as detailed information as possible related to:

- (a) how they conceptualize language assessment literacy for EFL teachers
- (b) what challenges and problems are encountered while preparing for and teaching the ELTEC
- (c) what possible solutions and suggestions are provided for the challenges and problems in preparing for and teaching the ELTEC
- (d) what their opinions are about the pre-service EFL teachers' attitudes towards ELTEC

The interviews were done either in Turkish or English depending on the participants' preferences. Each interview was recorded, and they lasted for approximately 40 minutes. During the semi-structured interviews, the instructors were asked questions about their educational background related to LTA, planning stage of the ELTEC, application phase of the ELTEC, opinions and beliefs about the ELTEC, problems and challenges faced in the planning and/or teaching phases of the course, and finally solutions for the mentioned problems and suggestions for an effective and quality ELTEC (see Table 3.4 for the interview questions). They were also asked to share their syllabi of the ELTEC with the aim of comparing and contrasting what different university instructors teach as the content of the ELTEC and how they organize the overall format of teaching, learning, and the assessment processes of the course and the materials used in different universities. The syllabi used in other EL Teacher Education Programs in Turkey where the researcher did not receive any responses from the instructor to the request for an interview, were searched and found from the course catalogues at university websites.



Table 3.4

*Semi-Structured Interview Questions for the ELTEC Instructors*

CATEGORIES	QUESTIONS
<b>1. Educational Background</b>	<p>1.1. Which departments did you graduate from (BA., MA. and PhD)?</p> <p>1.2. Do you hold an MA or PhD degree specifically on LTA?</p> <p>1.3. If LTA is not your primary research area, what kind of assessment related activities have you participated in? (Developed standardized tests, worked as a rater, worked with classroom teachers on testing, and other)</p> <p>1.4. How many statistics and LTA course did you take throughout your education?</p> <p>1.5. How long have you been teaching the ELTEC?</p> <p>1.6. Who is the main audience of the course? (undergraduate, graduate (MA or/and PhD).</p> <p>1.7. Did you volunteer to teach the course, or were you assigned to teach it by the department?</p>
<b>2. Planning of the ELTEC</b>	<p>2.1. How do you determine the content/topics of the ELTEC?</p> <p>2.2. Which materials (e.g., book(s), various books articles, power point presentations, a pack of compiled handouts and book pages, other) do you use to teach and support your course? Why?)</p> <p>2.3. What are your course goals/learning objectives? What do you see as the primary focus of the course you teach?</p>
<b>3. Application of the ELTEC</b>	<p>3.1. Which aspects (theoretical or/and practical) of ELTEC do you focus on in the course? Why?</p> <p>3.2. How is this course different from other courses in the program? What are the unique features of the language testing course?</p> <p>3.3. Do the students actively prepare tests and exams, and establish reliability and validity of their productions during ELTEC? If Yes, how many times?</p> <p>3.4. What are the topics you would like to cover but cannot (due to practical constraints)?</p> <p>3.5. What are the topics in the ELTEC that your students have the most difficulties with? If there are any, how do you overcome this challenge?</p> <p>3.6. How do you measure/assess (e.g. papers, tests, presentation, test development) students' achievement of the course objectives as a role model in the ELTEC?</p> <p>3.7. How has your course changed or developed over the years? What changes have occurred in the content, materials, and/or assessment methods in time?</p>

Table 3.4  
*Semi-Structured Interview Questions for the ELTEC Instructors-(Cont'd.)*

<b>CATEGORIES</b>	<b>QUESTIONS</b>
<b>4. Opinions and beliefs about the ELTEC and the students</b>	<p>4.1. What do you think about the place (8th semester) and the number of the LTA course (1) in the curriculum of EL Teacher education?</p> <p>4.2. Do you think that prospective teachers who will be teaching different age groups need different training in LTA in separate courses? Why? Why not?</p> <p>4.3. What is "language assessment literacy" for you? What should it comprise considering the work contexts of prospective EFL teachers in Turkey?</p> <p>4.4. Who do you think are capable of teaching the ELTEC? Do you believe that teacher educators need to have field expertise and/or experience in order to teach the ELTEC? Why? Why not?</p> <p>4.5. What are the pre-service teachers' attitudes towards the ELTEC? (In general, do you think your students find your course (1) too theoretical, (2) too practical, (3) easy, (4) useful, (5) difficult, (6) interesting, (7) a nice balance between theory and practice? Why?)</p> <p>4.6. Which topics of LTA do you think would be MOST helpful to classroom teachers?</p>
<b>5. Challenges &amp; problems related to the ELTEC</b>	<p>5.1. What are the problems and/or challenges you encounter in the planning and/or teaching of and assessing in the ELTEC related to the institution, administration, the curriculum, the course itself, and the students?</p>
<b>6. Possible solutions/suggestions to the problems related to ELTEC</b>	<p>6.1. What might be the possible solutions to the problems you have mentioned?</p> <p>6.2. What is the MOST important factor to make the ELTEC effective for classroom teachers? (practicality, theoretical knowledge, balance between theory and practice, other)</p>
<b>7. Additional comments</b>	<p>7.1. Do you have any other comments or questions regarding the ELTEC?</p>

### 3.4.3. Archival sources (course syllabi)

With the aim of data triangulation, and in order to have a more in-depth picture related to course materials, planning, teaching of and assessing in the ELTEC in the EL Teacher Education Programs in Turkey, documents; namely, course syllabi were requested from the ELTEC instructors at the end of the interviews. Moreover, for the rest of the EL Teacher Education Programs where the researcher could not have a chance to conduct an interview with the ELTEC instructors, the researcher did an online research to find the course outlines

used in ELTEC available on the departments websites, and e-mailed the instructors to request for sharing their ELTEC syllabus. In the end, 36 ELTEC syllabi were collected from 33 different universities (see Table 3.5) in order to collect the data regarding:

- (a) learning objectives of the ELTEC
- (b) topics taught in the ELTEC
- (c) course materials (e.g., books, supporting materials, suggested websites)
- (d) expected products/outcomes at the end of ELTEC (e.g., exams written by students, adaptation of existing tests, results of statistical analysis, use of alternative assessment tools)?

### **3.5. Constructing and piloting the data collection tools**

Evaluating the data collection instrument is a crucial stage of the survey research. Hunt et al. (1982 cited in Beckers 1999) argue that pilot studies evaluate the questionnaires in terms of three major categories. The first category is related to the length, format and the order of the questions in the questionnaire. The second category requires testing the potentially problematic questions to avoid misunderstandings or interpreting the questions differently from what is intended by the researcher. Finally, the last category concerns itself with assessing the data analysis procedure like coding. Keeping these in mind, in order to rule out the potential problems in the questionnaires before administering them to the participants to collect the actual data, the pre-service EFL teachers' LAL questionnaire and the questions to be asked in the semi-structured interviews were piloted, so that the researcher could identify and refine any obscure and unclear parts existing in the data collection instruments. Moreover, the pilot study also reveals the time needed to fill out the questionnaire since Kasper and Dahl (1991) warn researchers that data collection tools should be prepared in such a way that the participants could

finish completing them in 45 minutes at most. Otherwise, the participants are likely to suffer from ‘questionnaire fatigue’ and the reliability of the data would decrease.

Table 3.5  
*Name of the University \* How the syllabus was obtained*

	How the syllabus was obtained			Total
	from the instructor	via e-mail	from course catalogues	
1. Akdeniz University	1	0	0	1
2. Başkent University	1	0	0	1
3. Boğaziçi University	1	0	0	1
4. Çanakkale Onsekiz Mart Uni.	1	0	0	1
5. Gazi University	1	0	0	1
6. Hacettepe University	1	0	0	1
7. İstanbul Bilgi University	1	0	0	1
8. Middle East Technical University	2	2	0	4
9. Ondokuz Mayıs University	1	0	0	1
10. Pamukkale University	1	0	0	1
11. Süleyman Demirel University	1	0	0	1
12. Ufuk University	1	0	0	1
13. Abant İzzet Baysal University	0	1	0	1
14. Anadolu University	0	1	0	1
15. Çukurova University	0	1	0	1
16. Eskişehir Osmangazi University	0	1	0	1
17. Balıkesir University	0	0	1	1
18. Çağ University	0	0	1	1
19. Dicle University	0	0	1	1
20. Dokuz Eylül University	0	0	1	1
21. Düzce University	0	0	1	1
22. Hasan Kalyoncu University	0	0	1	1
23. İnönü University	0	0	1	1
24. İstanbul Aydın University	0	0	1	1
25. İstanbul Kültür University	0	0	1	1
26. İstanbul Okan University	0	0	1	1
27. İstanbul University	0	0	1	1
28. Kocaeli University	0	0	1	1
29. Mehmet Akif University	0	0	1	1
30. Muğla Sıtkı Koçman University	0	0	1	1
31. Nevşehir Hacı Bektaş Veli Uni.	0	0	1	1
32. Yeditepe University	0	0	1	1
33. Yıldız Technical University	0	0	1	1
<b>Total</b>	<b>13</b>	<b>6</b>	<b>17</b>	<b>36</b>

### **3.5.1. Constructing and piloting the pre-service EFL teacher LAL questionnaire**

In the step 1, training pre- and in-service language teachers with respect to assessment and testing constitutes is one of the most significant and essential aspects in the quality assurance of LTA (Vogt & Tsagari 2014), and among the purposes of this thesis is to reveal the amount of LTA training, particularly, of pre-service EFL teachers in Turkey. To this end, the questionnaire utilized by Vogt and Tsagari (2014) was taken as a starting point; however, it was altered and enhanced to accommodate the questions to the purposes of the current study.

The first step in writing the questionnaire items is to specify its content in explicit terms because ambiguous content specifications can pose a serious threat to the validity and reliability of the data collection tool (Dörnyei, 2003). This requires a detailed and comprehensive definition of the construct which is aimed to be investigated in the study with the aim of ensuring that the coverage is comprehensive; that's, for ensuring the content validity of the questionnaire. Therefore, in order to prepare the questionnaire items, different perspectives on and definitions of assessment literacy (American Federation of Teachers, 1990; Boyles, 2006; Hoyt, 2005; Paterno, 2001; Stiggins, 1995; Siegel and Wissehr, 2011) and language assessment literacy in the related literature were scrutinized (Brindley, 1997; Davies, 2008; Fulcher, 2012; Inbar-Lourie, 2008a, 2008b; O'Loughlin, 2013; Pill & Harding, 2013; Scarino, 2013; Taylor, 2013; Vogt & Tsagari, 2014). Besides, the brief course description was used regarding the content of the ELTEC provided by the CoHE for EL Teacher Education Programs in Turkey (Teacher Education Undergraduate Programs, 2007). Furthermore, commonly mentioned contents in the LTA books which are widely preferred and used by the lecturers teaching LTA courses in second language teacher education programs as found out by Brown and Bailey in 2007 (e.g., Alderson, Clapham and Wall, 1995; Bachman, 1990; Bachman and

Palmer, 1996; Bailey, 1997; Brown 2003, 2005; Heaton, 1991; Hughes, 2002; McNamara, 1996) were taken into consideration and a list of contents and concepts that can be categorized under our construct LAL were prepared in order to add to the questionnaire. The items in the list were used to enhance Vogt and Tsagari's questionnaire employed as a starting point to construct our own questionnaire and to assure that the questionnaire items adequately represent our construct.

Many aspects of Vogt and Tsagari's questionnaire were also altered. For example, Vogt and Tsagari (2014) aimed to gauge the current LAL level of in-service foreign language teachers and identify their LTA training needs specifically in classroom-oriented LTA practices and needs; therefore, they excluded questions related to large-scale testing (e.g., writing items, item analysis, scoring criteria, interpreting the scores), yet since it is among the learning objectives to teach pre-service EFL teachers such concepts like item analysis, interpretation of test scores, standardized tests according to the course content provided by the Council of Higher Education in EL Teacher Education Program (Teacher Education Undergraduate Programs, 2007), items referring to these concepts were added to the questionnaire to be used in this study.

Another alternation to the questionnaire was related to different specific question types used to test and assess language skills. It only included questions where the participants tick the corresponding option to state how much training they received about testing and assessing receptive skills (reading and listening), productive skills (writing and speaking), and micro-linguistic aspects (grammar and vocabulary) in general. However, in our version of the questionnaire, different question types widely used to test and assess reading (Heaton, 1988; Alderson, 2000; Brown & Abeywickrama, 2003; Hughes, 2003; Nation, 2009), listening (Heaton 1988; Sahanaya & Lindeek, 1997; Buck, 2001; Hughes, 2002; Brown, 2004), speaking (Heaton 1988; Hughes, 2002; Fulcher, 2003; Brown, 2004), writing (Heaton, 1988; Hughes,

2002; Madsen, 1997; Brown, 2004), and vocabulary and grammar (Heaton, 1988; Read, 2000; Hughes, 2002; Brown, 2004) were searched and found in the related testing and assessment books and listed such as testing and assessing grammar (e.g., gap filling, editing tasks, matching questions with the answers, paraphrasing), vocabulary (e.g., cloze test, c-test, word formation tasks, recognizing synonyms/antonyms), reading (further subdivided into parts such as perceptive (e.g., grapheme recognition, picture-cued sentence identification), selective (e.g., editing tasks, sentence completion), interactive (e.g., improptu reading, information transfer tasks) and extensive reading (e.g., note-taking, outlining)), listening (further subdivided into parts such as intensive (e.g., dialogue paraphrase tasks, phonemic & morphemic discrimination tasks), responsive (e.g., listen & draw tasks, short answer), selective (e.g., picture-cued tasks, completing a table/chart), and extensive listening (e.g., dictation, interpretive tasks), writing (further subdivided into parts such as imitative (e.g., copying, sentence expansion tasks), intensive writing (e.g., dictation and dicto-comp, picture description), responsive & extensive writing (e.g., guided writing stimuli, topic sentence writing), speaking (further subdivided into parts such as imitative (e.g., word and sentence repetition tasks, sentence combining tasks), intensive (e.g., directed response tasks, picture-cued elicitation tasks), responsive (e.g., eliciting instructions or directions, paraphrasing a story), interactive (e.g., group and class discussions, interviews), extensive (e.g., oral presentations, scripted story telling), and imitative speaking (e.g., retelling a longer stretch of discourse).

Part A was designed to gather background information about the participants (e.g., gender, age, university) and their education background related to LTA and its practices (e.g., During your university education studies did you take any LTA courses?, have you ever prepared exams or test during LTA course and/or your practice teaching courses/practicum?).

Part B was in the format of 4-point Likert Scale where the participants were asked to specify the amount of training they received during their university education by choosing among the options 'none, basic, sufficient, advanced'. These options provided were also different from those of Vogt and Tsagari's questionnaire (2014). In their questionnaire, they offered 3-point Likert-type scale in which the respondents needed to select among the options “none,” “basic,” “advanced” to indicate how much training they had received. However, considering the fact that "basic" may not reflect the sufficiency of the amount of training the participants have received, we decided to add another option "sufficient". The pre-service EFL teachers are asked to choose "none", "basic", "sufficient", and "advanced" in order to specify to what extent they think they have received training in LTA throughout their university education.

As a second crucial step in the development of the questionnaire, expert opinions were taken from five instructors working in EL Teacher Education Programs in various universities in Turkey with minimum of nine years of teaching experience and twenty two years of experience at most, all of whom hold a PhD degree in either linguistics or an ELT program. In order to find out that individual questionnaire items are relevant to the construct of this study and ensure that key items or indicators have not been missed out (Creswell, 2013; Dörnyei, 2003), the experts were asked to systematically review the questionnaire content. Moreover, the experts pretended to be a participant filling out the questionnaire in order to identify the instructions or item which may give rise to different interpretations, misunderstanding, and comprehension problems since it is of great importance to write a set of clear, unambiguous questions and items to ensure validity and reliability as well as increase the overall functioning of the instrument (Dörnyei, 2003). Based on the suggestions and corrections elicited from the experts, certain changes to the layout of the questionnaire to make it more reader-friendly, wording of the items and questions were made in order to avoid risk of misunderstandings and



misinterpretations. Some items were found to be double-barreled by the experts (e.g., using self or peer assessment; using and adapting European Language Portfolio). They were re-written as separate items to make sure every question tests one single concept.

Moreover, some changes were made to the items where the participants were asked to state the amount of training they received regarding testing reading, testing speaking, testing grammar etc. The experts suggested adding English to the end of each language skill to specify them. What is more, certain alternative assessment tools like using learner diaries, projects and other items such as using interviews, using observation for assessment, using rubric, and testing types such as discrete-point testing, integrative testing, direct and indirect testing were added to the Likert-scale part of the questionnaire. One more addition was made to the first part where open and close-ended questions were asked to the participants. That was a question asking the informants whether they prepared any exams or tests during LTA course or their practicum. A follow-up question was added to reveal how many times they prepared such tests or exams.

Finally, in the part where 4-point Likert-type questions were asked to the participants to state the amount of training they had received, the option "basic" was replaced with "a little" because it was stated by the experts that "basic" and "sufficient" could sound the same for the participants, so between "none" and "sufficient", an option referring to little amount of training was needed. "Sufficient" was revised as "sufficient/intermediate" and "advanced" was reformulated as "advanced/extensive" to make the options reflected the amount of training in the clearest way possible.

In the step 3, "because in questionnaires so much depends on the actual wording of the items (even minor differences can change the response pattern)

an integral part of questionnaire construction is 'field testing'" (Dörnyei, 2003, p. 63) as a final step, before administering it to collect the actual data, the questionnaire was pilot tested with a group of informants who were similar to the target participants for whom the instrument was designed, which was a kind of an undeclared pretest during which the informants were not informed that it was a questionnaire under construction (Converse & Presser, 1986).

During the spring semester of 2015-2016 academic year, 42 pre-service EFL teachers studying in Mersin, Çukurova, and Başkent Universities who had taken the ELTEC were asked to fill out the questionnaire and not to hesitate to ask questions whenever they felt confused about the items in the questionnaire. While the participants were responding to the questions, the researcher took notes of the questions and the items that the informants found vague and/or confusing. Moreover, most of the participants were not familiar with some of the question types used to test and assess different language skills listed in the Likert-scale items for them to specify the amount of training they received during their university education (e.g., editing tasks, focused questions, c-tests, picture-cued tasks, grapheme recognition tasks, impromptu reading, dicto-comps). The researcher observed the participants in the course of filling out the questionnaire to see their reactions (e.g., hesitations or uncertainties), and kept the time to see how much time would be needed to respond to the questions. A few of the participants submitted the questionnaires in 55 minutes, but the rest completed filling out the questionnaire in seventy minutes stating that they were exhausted while trying to read every item carefully in order to comprehend and remember the concepts. Moreover, the informants' understanding of the Likert-scale options "sufficient" and "advanced" were investigated by asking how they interpreted the options. What they stated about the "sufficient" option was that it referred to the amount of training that would be adequate to implement testing and assessment practices inside the classroom, preparing effective and suitable exams for the learners, marking them successfully as a teacher. When it came to the "advanced" option, almost

half of the informants interpreted it as a very detailed way of learning testing and assessment concepts and practices, often conceptualizing it as more theory-based learning, specifically including topics like statistical analyses, reliability and validity issues. In other words, for them, it referred to the amount of training that would be needed to be an expert in testing and assessment to specifically work as a teacher who would be in charge of testing unit at a school.

Based on the feedback received from the pilot testing procedure and the researcher's observation, several alterations were made to the questionnaire. First, due to the fact that it lasted too long for the participants to fill out the questionnaire, which is highly likely to decrease the reliability of the results, the subdivisions of the items such as testing and assessing reading, listening, speaking, writing, vocabulary, and grammar were deleted among the Likert-scale items. Rather, the items were revised as, for example, "testing and assessing reading in English" and "different test items/question types to test and assess reading in English". In this way, the number of the items in the Likert-scale part of the questionnaire was reduced from 160 to 52 and grouped under the title of "concepts and topics" by excluding the items that were very specific and detailed aspects of LTA because Dörnyei (2003) warns the researchers about the temptation "to make the questionnaire too long by covering every possible angle" (p.31). Furthermore, Kasper and Dahl (1991) warn researchers against the 'questionnaire fatigue' the participants are very likely to suffer from when the time for completing the questionnaire exceeds 45 minutes. Otherwise, the reliability of the data might decrease.

Second change was made to the options in the Likert-scale part. "Sufficient" was revised as "sufficient/intermediate" and "advanced" as "advanced/extensive" to avoid the informants' misinterpretation of the items since these options were supposed to reflect the amount/level of the training

with respect to the provided items underneath not any other advanced topics related to testing and assessment as they thought in the first place.

Statistical analyses were not run at this step due to the fact that this questionnaire was not designed to be a scale. The questionnaire was pilot tested in paper-based format mainly for collecting feedback as to how the questionnaire works and whether it serves the function it has been designed for, the clarity of the instructions and the items, the length of the instrument as well as the overall appearance of the questionnaire. Fine-tuned final version of the questionnaire appears in Appendix B.

### **3.5.2. Constructing and piloting the semi-structured interview questions for the ELTEC instructors**

As a first step, to prepare the interview questions, the instructor survey and instructor interview questions designed by Jeong (2013) were taken as a spring board, and depending on the research questions of this thesis, certain questions were added, and some changes were made to the wording of Jeong interview questions. Differently from Jeong's interview questions and its structure, we determined certain categories under which the questions would be listed in order to comprehensively respond to the research questions of the study, and draw an in-depth picture of the ELTEC and how LAL is conceptualized by lecturers teaching ELTEC in EL Teacher Education Programs. These categories were 1) Educational Background, 2) Planning Stage for ELTEC, 3) Application of ELTEC, 4) Opinions and beliefs about ELTEC and the students, 5) Challenges and problems faced related to ELTEC, 6) Possible solutions/suggestions to the problems related to ELTEC, and 7) Additional comments. The first version of the semi-structured interview questions for the ELTEC instructors is shown in Appendix D.

As a second step, to validate the interview questions, expert opinions were taken from three lecturers working at different universities, who have taught the ELTEC, and conducted research on LTA. They were asked to comment on the wording and the clarity of the questions, whether the items were double-barreled questions, and if there were any missed points to ask under each category/theme in the questionnaire to ensure clarity, redundancy, content and construct validity (Brown, 2001).

Based on the feedback received from the field experts, some questions were revised by adding "Why, why not?" or "how many times?" to the end of the questions due to the fact that they were yes/no questions and ran the risk of yielding no adequate data (e.g., "Do you think that prospective teachers who will be teaching different age groups need different training in LTA?"; "Do you believe it is important for teacher educators to have field experience in order to teach the ELTEC?" was changed as "Who do you think are capable of teaching the ELTEC? Do you believe that teacher educators need to have field experience in order to teach the ELTEC? Why? Why not?", and "Do the students actively prepare tests and exams, and establish reliability and validity of their productions during the ELTEC?" was changed as "Do the students actively prepare tests and exams, and establish reliability and validity of their productions during ELTEC? If Yes, how many times?", "Do you use power point presentations (PPPs) or videos to support your lectures? Which sources do you usually use while preparing your PPPs? was revised as "How do you support your lectures? Why? Which sources do you usually use while preparing ELTEC (e.g., articles, power point presentations, various books, other? since the earlier version of this question presupposed that the lecturers were using PPPs. Furthermore, several questions were suggested to add under the categories/themes. For educational background category, "Do you hold an MA or PhD degree specifically on LTA?", "If LTA is not your primary research area, what kind of assessment related activities have you participated in? (Developed standardized tests, worked as a rater, worked with classroom

teachers on testing and other)", "How many terms have you taught the ELTEC?", "Who is the main audience of the course? (undergraduate, graduate (MA or/and PhD)", and "Did you volunteer to teach the course, or were you assigned to teach it by the department?" were added upon expert opinions.

Under the category of planning stage of the ELTEC, "What are your course goals and learning objectives? What do you see as the primary focus of the course you teach?" was added as a next question to investigate if learning objectives and the actual content specification and application of the ELTEC overlap.

For the application of the ELTEC category, the last question was divided into two because it was realized that they were investigating two related but different aspects of the question (i.e., 3.7. How has your course changed or developed over the years? What changes have occurred in the content compared to the first time you taught the course?, 3.8. What would you like to do differently if you were to teach the course again?).

Two more significant questions were added to the category of opinions and beliefs about the ELTEC and the students to reveal how lecturers conceptualize the construct of this thesis - "LAL" (i.e., "What is "language assessment literacy" for you? What does it comprise?", "Of the topics in the questionnaire (the Likert-scale part of the pre-service EFL teacher LTA literacy questionnaire will be provided on a separate piece of paper), which topics do you think would be MOST helpful to classroom teachers?").

Lastly, for the possible solutions/suggestions to the problems related to the planning and/or teaching of the ELTEC, another question was added with the aim of relating the interview questions to the results of the pre-service EFL teachers LAL training questionnaire; that's, "Of the topics in the questionnaire (the Likert-scale part of the pre-service EFL teacher LTA literacy questionnaire

will be provided on a separate piece of paper), which topics do you think would be most helpful to classroom teachers?" (see Appendix E for the second version of the semi-structured interview questions for the ELTEC instructors).

As a final step in validating the interview questions, the instrument was pilot tested with two lecturers teaching the ELTEC in order to further improve questions, format, and clarity of the questions as well as checking its length. The interview was carried out in Turkish and the answers were audio-taped. One of the interviews was conducted face-to face, while the other was a telephone interview because the informant was in another city. Moreover, the researcher aimed to test if the telephone interview would function in the same way face-to-face interview did since while gathering the data from actual participants for whom the interview instrument was designed, some interviews will need to be carried out on the phone or on Skype. As for how much time the interviews lasted, both of them were completed in 45 minutes.

On the basis of the pilot study, minor changes were made to the wording of the questions, and the order of the questions in the "opinions and beliefs about the ELTEC and the students" and "challenges & problems faced related to the ELTEC" was changed. Moreover, certain questions were found redundant because it was seen during the pilot study that the participants already had chance to respond the question in the preceding one since the latter already necessitated answering the previous question (e.g., the question 8 "What would you like to do differently if you were to teach the course again?" in the application of the ELTEC category; the question 2 "What are the problems and/challenges you encounter while teaching the ELTEC related to the institution, administration, the course itself and the students?" in the challenges & problems faced related to the ELTEC category). Finally, three questions in the materials used in ELTEC category was combined in one question and added to the planning stage of ELTEC category (i.e., Which materials (e.g., book(s), articles, power point presentations, various books, a pack, other) do

you use to teach and support your course? Why?) because it was realized that the interviewees actually responded all of these questions in the second category while answering the question "How do you determine the content of e ELTEC (See Table 3.4) for the last version of the semi-structured interview questions for the ELTEC instructors).

### **3.6. Data analysis procedures**

This thesis has been designed as a convergent parallel mixed methods research. More specifically, different but complementary data were gathered utilizing a questionnaire to gather both quantitative and qualitative data from pre-service EFL teachers regarding their perceived amount of undergraduate LTA training, and semi-structured interviews with lecturers teaching the ELTEC, and archival source (i.e., syllabi used in the ELTEC) to collect qualitative data as well as course catalogues reached from departments' websites. Prioritizing the methods equally, in the study two independent strands of qualitative and a quantitative data sets were collected in a single phase and analyzed separately (Creswell & Plana Clark, 2011). Later, the analyzed interviews and course syllabi data were compared and merged where points of interface (i.e., learning objectives, course contents, course materials, and assessment methods) were identified so that data triangulation was achieved, and finally the results of the quantitative data obtained from the questionnaire were built on the findings of the qualitative data during the overall interpretation (Creswell & Plana Clark, 2011; Creswell, 2013).

#### **3.6.1. Qualitative data analyses**

##### **3.6.1.1. Semi-structured interview data analysis**

Qualitative data analysis is a process of transforming the qualitative data into clear, comprehensible, coherent, and trustworthy interpretations following certain analytic procedures (Gibbs, 2007). To ensure that valid and reliable



inferences have been drawn, qualitative content analysis should consist of a set of systematic and transparent steps for processing the dataset (Miles and Huberman, 1994; Creswell, 2009, 2013). Scrutiny of the relevant literature shows that there is not a consensus with clear-cut premise that one specific type of qualitative data is analyzed with a specific type of analysis. It is further explained that there is not a single widely acknowledged qualitative data analysis method (Creswell, 2013; Neuman, 2011). With this in mind, qualitative data analysis procedure of this study (i.e., responses from the semi-structured interviews and course syllabi, and open-ended questions from the LAL questionnaire) was carried out using qualitative content analysis that integrated the steps suggested by Creswell (2013, pp.197-200) and Tesch's eight coding steps (1990, pp. 142-149) as shown in Table 3.6., general guidelines and tactics provided by Miles and Huberman (1994:245-246), and suggestions by Auerbach and Silverstein (2003) and by Vogt et al. (2014). The qualitative content analysis of this study involved the following steps:

In the step 1 "Organize and prepare the data for analysis", first, the audio-taped interviews were transcribed by the researcher immediately after each individual interview, and the responses were written verbatim because as suggested by Vogt et al. (2014), it is very helpful to immediately take field notes that include memory aids, especially regarding the observations about the interviewees in the sense that they "provide important interpretive data" (p.53). In line with this, the researcher's observations of the interviewees were also taken into consideration. Accordingly, all of the interviewees in the study were eager to communicate and contribute to the study with their professional knowledge and experiences. Six of the participants were cooperative and sharing and seemed that they were contented to have someone listen to them about the issue examined. Eleven others can be described as super-participants, who were really interested in the research emphasizing that they were looking forward to reading the study when completed. They professionally and transparently helped the researcher visualize their answers and ideas with vivid

examples from their teaching practices. In addition to these, four of them also volunteered to fact-check the information they provided as a response to the interview questions and even to recruit new respondents for the interview. Such positive and cooperative attitudes of the interviewees are believed to yield more valid and illuminating data regarding the phenomenon under investigation.

Table 3.6  
*Tesch's Eight Steps in the Coding Process*

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

In the step 2 "Read or look at all the data", having finished transcribing the raw data, the researcher listened to each recording and checked the transcriptions to

make sure no data were lost in the transcription process. Afterwards, all of the answers to each question in the data were read two times before coding the data to get a general sense of the information provided by the respondents (Vogt et al., 2014). Auerbach and Silverstein (2003) draw attention to making the data set manageable by selecting and highlighting the relevant parts of the texts for further analysis when reading through the raw text with research questions in mind. Therefore, in the third cycle of reading the dataset, the researcher continued reading the data question by question to identify and color-code the relevant parts of the interviewees' responses to each question. In relation to the research questions of the study, the researcher made notes of the ideas in the margins as they came to mind in this process.

In the first phase of the step 3 "Start coding all of the data", the researcher coded the data by bracketing chunks, sentences, or paragraphs and labeling the units of meaning with a word or phrase representing a category in the margins. When analyzing the interview data, the researcher combined a general priori coding on the basis of the interview questions as shown in Table 3.7 as well as the emergent codes and themes from the qualitative data as recommended by Creswell (2009, 2013). The responses of the participants were analyzed in accordance with these pre-existing coded categories, yet allowing room for emergent codes and themes. Analyzing the responses of the participants and documents utilizing "the expanded coding scheme with both established and emergent codes allowed for richer analysis and more detailed findings in relation to the research questions" (Vogt et. al., 2014, p.432). It also made it easier for the researcher to arrive at a set of data comparable across participants (Dörnyei, 2007). When compared to the quantitative data and its analysis which is orderly in a linear fashion, qualitative analysis process is iterative requiring a "zigzag" pattern of analysis (Dörnyei 2003, 2007). Therefore, the researcher needed to move back and forth between data gathering, data analysis, and interpretation on the basis of the emergent results. In the end, all the emerging themes and sub-themes were clustered in a list and merged into the priori

coding scheme. In this second phase of the step 3, the researcher used the list of priori coding along with the newly formed ones in Step3.1 and went through the data once again with more analytical moves. This time, the researcher abbreviated the themes as codes and wrote the codes next to the suitable units of the data to check if new categories and codes would emerge so that comprehensive and detailed description of the central phenomenon could be obtained. In the end, the researcher sorted the whole data using those codes manually using highlighters and entering these codes to an Excel Spreadsheet (i.e., a qualitative codebook (Creswell, 2013) to easily keep track of the notes and organize coding decisions (Vogt, et. al, 2014) so that the categories and the

Table 3.7

*Priori coding scheme based on the interview questions*

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<b>1.</b> Educational background of the ELTEC instructors	<b>2.1.</b> Ways of determining the topics
<b>2.</b> Planning of the ELTEC	<b>2.2.</b> Learning objectives of the ELTEC <b>2.3.</b> Content and topics taught in the ELTEC <b>2.4.</b> Materials
<b>3.</b> Application of the ELTEC	<b>3.1.</b> Teaching of the ELTEC <b>3.2.</b> Assessing in the ELTEC
<b>4.</b> Opinions and beliefs of the ELTEC instructors	<b>4.1.</b> Opinions about the placement and the number of the ELTEC in the curriculum <b>4.2.</b> Opinions about the need for a course to teach assessing young learners <b>4.3.</b> Opinions about the core constituents of LAL for EFL teachers <b>4.4.</b> Opinions about the pre-service EFL teachers' attitudes toward the ELTEC
<b>5.</b> Challenges and problems faced in planning and teaching the ELTEC	
<b>6.</b> Solutions and suggestions to the problems related to the ELTEC	

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relevant themes and codes "become dramatically more searchable, manipulable, and viewable" (p.56). This way, as suggested by Auerbach and Silverstein (2003), the emergent and repeating themes were grouped under coherent categories, and applicable themes that relate to each other were grouped by reducing the total list of categories (Tesch, 1990).

In step 3.3, using the finalized list of categories and codes, the researcher examined each structured interview data in Step 3.1 and 3.2. and tried to build a logical chain of evidences from these codes and categories to get a deeper understanding of the trends and patterns by means of logical relationships as recommended by Miles and Huberman (1994). At the end of this step, the researcher counted the frequency of occurrence of recurrent themes and codes to gradually elaborate a set of interpretations that cover consistency and discover the elements underlying the research questions formulated for the study. "Coding is the least visible part of the process of analyzing and interpreting interview data" (Vogt, et. al., 2014, p. 58); thus, in order to validate the results and ensure transparency (Rubin & Rubin, 1995), inter-coder reliability of the data analyses was checked by having three independent coders (i.e., an academic specialized in LTA and two academics specialized in ELT and qualitative research, all with a PhD degree) operate the classification and coding of the data. Considering the number of the interviews, ten percent of the whole dataset is often accepted as guideline for inter-coder reliability checks (Creswell, 2013; Dörnyei 2003, 2007). Thus, three experts were given two randomly selected interview transcripts each and the pre-coding matrix that was drawn from the coding relevant to the questions in the semi-structured interview (e.g., materials used in the ELTEC, learning objectives, problems and challenges faced while planning or teaching the ELTEC). Afterwards, to assess the consistency of coding among three coders, the level of agreement between these coders was calculated. Miles and Huberman (1994) advise that the consistency of the coding be in agreement at least 80% of the time for an acceptable level of qualitative reliability. It was found that the coders agreed on

the codes 90 % of the time. Later, the coders and the researcher discussed and reconciled the initially different codes and themes. In the end, an agreed-upon set of categories, themes, and codes was produced, and the rest of the data were analyzed accordingly. Moreover, intra-rater reliability was also performed, where the researcher reworked on the analyzed data and compared the original coding and the interpretation with the second time around.

In the step 4, for the representation of the categories and themes, tables and figures were prepared for a detailed discussion together with sub-themes, specific illustrations, and multiple perspectives from the respondents as suggested by Creswell (2013). In the end, interpretations of the data were supported by verbatim quotations to effectively and clearly exemplify the key findings for each category as well as for transparency so that other researchers can understand the analysis procedure because if the interpretation is supported by the data, then it is also valid (Auerbach & Silverstein, 2003 p., 32).

#### **3.6.1.2. Archival source (the ELTEC syllabi) analysis**

The ELTEC syllabi were received either from the ELTEC instructors at the end of the interviews or taken from university course catalogues on the departments' websites (n. 36). These syllabi were analyzed in terms of (1) the name given to the course, (2) learning objectives, (3) the topics included for each week of instructional period, (4) main and supplementary course materials, and (5) assessment methods. The qualitative data collected from these syllabi were analyzed through content analyses (see Chapter 3.5.1 for detailed explanation for the steps of qualitative content analyses), and they were quantified counting the number of times the codes and themes emerged from the data in the analyses procedure (Creswell, 2007).

### 3.6.2. Quantitative data analysis: LAL questionnaire data analysis

The data gathered from the pre-service EFL teachers' LAL questionnaire are mostly quantitative since the questionnaire is a Likert-scale. Therefore, the data were analyzed using IBM SPSS Statistics Program to run descriptive analyses to calculate the frequencies and the percentages of the items related to the informants perceived amount of LAL. The taxonomy of the Likert-Scale items of the questionnaire is presented in Table 3.8.

In the descriptive analyses, the means of the items in the Likert Scale were not calculated, but the frequency of each item was dealt with and interpreted separately not to lose any significant data. When necessary and applicable, cross-tabulation was also utilized to in order to block the responses of subgroups together to see the tendencies of the pre-service EFL teachers related to what extent they perceive their LAL training in their universities.

Table 3.8  
*Taxonomy of Likert-Scale items included in the pre-service EFL teachers' LAL training questionnaire*

Component	(Question No.)	LTA skills and knowledge
<b>A. Classroom-focused LTA</b>	1	Preparing classroom tests
	23	Giving feedback to students based on information from tests
	24	Using ready-made tests from textbook packages or from other sources
	25	Adapting ready-made tests to the needs of your students
	26	Using informal/ non-test type of assessment
	27	Using continuous type of assessment
	28	Using portfolios for assessment
	29	Using projects for assessment
	30	Using observation for assessment
	31	Using learner diaries for assessment
	32	Using self-assessment
	33	Using peer-assessment
	34	Using interviews/oral exams for assessment
	36	Using and adapting the European Language Portfolio

Table 3.8  
*Taxonomy of Likert-Scale items included in the pre-service EFL teachers' LAL training questionnaire-(Cont'd.)*

Component	(Question No.)	LTA skills and knowledge
<b>B. Purpose of Testing</b>	2	Preparing diagnostic tests
	3	Preparing placement tests
	4	Preparing tests for awarding final certificates
	5	Preparing progress tests
	6	Preparing achievement tests
	22	Giving grades
	7	Norm-referenced testing
	8	Criterion-referenced testing
	9	Discrete point testing
	10	Integrative testing
	11	Direct testing
	12	Indirect testing
	13	Objective testing
	14	Subjective testing
	15	Approaches to language testing
	16	Stages of language test development
	17	Establishing reliability of tests/assessment
	18	Establishing validity of tests/assessment
	19	Using statistics to study the quality of tests/assessment
	20	Scoring criteria
	21	Interpreting test scores
<b>C. Content and Concepts of LTA</b>	37	Testing Reading in English
	38	Different test items to test reading
	39	Testing Listening in English
	40	Different test items to test listening
	41	Testing Speaking
	42	Different test items to test speaking in English
	43	Testing Writing in English
	44	Different test items to test writing in English
	45	Testing Grammar in English
	46	Different test items to test grammar in English
47	Testing Vocabulary in English	
48	Different test items to test vocabulary in English	
49	Testing Integrated language skills in English	
50	Testing Pronunciation in English	
51	Different test items to test pronunciation in English	



## CHAPTER 4

### FINDINGS AND DISCUSSIONS

#### 4.1. Presentation

The findings of this study together with in-depth discussions are presented under each research question formulated for this thesis. The results and the discussions were also supported by typical illustrative comments and quotations from the qualitative data from the semi-structured interviews with the ELTEC instructors and pre-service EFL teachers' LAL training questionnaire. The research questions and the data collection tools utilized to respond to each are given below in Table 4.1.

Table 4.1  
*Research Questions and the data collection tools used to seek answers*

<b>Research Questions (RQ.)</b>	<b>Data Collections Tools</b>
<b>1.</b> How is the ELTEC approached to develop Language Assessment Literacy of pre-service EFL teachers in EL Teacher Education Programs in Turkey?	Semi-structured interview Questionnaire Archival source (Course Syllabi; university catalogues)
<b>1.1.</b> Who teaches ELTEC and who should teach the ELTEC in EL Teacher Education Programs in Turkey?	Semi-structured interview (Questions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 3.7, 4.4)
<b>1.2.</b> What are the opinions of the ELTEC instructors regarding the placement of the ELTEC and the number of the LTA courses in the curriculum of EL Teacher Education Programs?	Semi-structured interview (Questions 4.1, 4.2, 3.4) Archival source (Course Syllabi; university catalogues)
<b>1.3.</b> What should be the constituents of language assessment literacy for EFL teachers in Turkey according to the ELTEC instructors?	Semi-structured interview (Questions 4.3, 4.6)

Table 4.1

*Research Questions and the data collection tools used to seek answers- (Cont'd.)*

1.4. How do the ELTEC instructors plan, teach, and assess in the ELTEC?	Semi-structured interview (Questions 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6) Archival source (Course Syllabi)
1.5. What are the problems and challenges faced in the planning and teaching of ELTEC? 1.5.1. What are the solutions and suggestions to these problems and challenges provided by the ELTEC instructors?	Semi-structured interview (Questions 5.1, 6.1, 6.2, 7.1)
1.6. What are the observations of the ELTEC instructors about the pre-service EFL teachers' attitudes towards ELTEC?	Semi-structured interview (Questions 4.5)
1.7. How do the pre-service EFL teachers evaluate their undergraduate training in LTA?	Questionnaire Semi-structured interview Archival source (Course Syllabi)

Triangulating the data coming from different data sources in the analyses has enabled the researcher to draw a more detailed and valid picture of the examined issue and to combine the pieces of the puzzle to see the *status quo* of the ELTEC and therefore the pre-service EFL teachers' LAL development in EL Teacher Education Programs in Turkey. In order to answer the main research question, the findings of the each sub-research question are presented and discussed one by one in the rest of this chapter.

#### **4.2. Research Question 1.1: Who teaches the ELTEC and who should teach the ELTEC in Turkey?**

Becoming a teacher educator at university level requires the fulfillment of certain, often very high standards such as holding a doctoral degree, regular quality research and publications as well as an additional language beside the one utilized as a means of instruction in FLTE programs. In addition to their responsibility to teach courses and train prospective teachers, in the rest of their professional life, they are in a path of never-ending applications of academic research and productions by means of attending conferences, writing articles

and/or books, and involving in projects so that they become active participants in the field of teacher education. They are expected to display a high academic productivity in their field of research to continue their professional development not only to improve and up-date their skills and knowledge in their field, but also to be more effectively and efficiently teach their courses and train future teachers.

Teacher educators are the key agents with significant responsibilities in supporting and/or challenging the professional development of prospective teachers (Livingston, 2016) either “implicitly” and “explicitly” (Boei et al., 2015). They are, as a matter of fact, at the center of shaping the profession to such an extent that they have a great influence on the quality of teachers (Vloet & van Swet, 2010). "If we acknowledge that the teacher educator mediates teacher learning, we need to consider who that teacher educator is, how his/her philosophy, ideology, experience, social identity, and pedagogical expertise, affect the implementation of a particular practice (Sharkey, 2018, p. 17). With this in mind, one of the research questions of this particular study has been formulated to investigate the educational background of the ELTEC instructors, their experience in LTA practices, their perceived level of expertise in the field of LTA as well as their opinions as to who should teach the ELTEC in order to develop prospective EFL teachers' LAL within the scope of the ELTEC.

Malone (2013) makes the distinction between language testing experts and language teachers in an attempt to problematize the construct of LAL taking a similar approach with Giraldo and Murcia (2018), Inbar-Lourie (2008a, 2013), Jeong (2013), Lam (2015), O'Loughlin (2013), Pill and Harding (2013), Scarino (2013), Spolsky (2008), and Taylor (2009, 2013). She further describes language testing experts under two groups of stakeholders. First group of experts are specialized in LTA who construct language tests for large- and small-scale purposes with an extensive experience in choosing, applying

language tests and using and interpreting these test scores. She describes the second group of language testing experts as the university professors who regularly conduct research on LTA and therefore make contributions to the field. Pill and Harding (2013) also mention "completion of a PhD in LTA field", "having conducted workshops on LTA topics", "working at a testing agency as an examiner" among the features of a language testing expert. The interview data analyses revealed the following findings related to the educational background as well as experience and expertise of the ELTEC instructors in the field of LTA.

#### **4.2.1. Who teaches the ELTEC in EL Teacher Education Programs in Turkey?**

##### **4.2.1.1. Educational backgrounds of the ELTEC instructors**

Out of 21, the majority of the ELTEC instructors (n.13) hold BA, MA, and PhD degrees in EL Teacher Education Programs from various universities either in Turkey or abroad, while the rest received their degrees from different programs as displayed in Table 4.2. For instance, 1 instructor received her BA and MA degrees from an EL Teacher Education Programs, yet her PhD degree from Curriculum and Instruction; 1 instructor holds a BA degree from an English Language and Literature (ELIT) program, but MA and PhD degrees from an EL Teacher Education Program. One of the participants specialized in linguistics receiving all degrees from Linguistics as well as one-year post-doctoral education from an ELT methodology program abroad. Another instructor graduated from an EL Teacher Education Program while receiving her MA and PhD degrees from a Teacher Education Program. Lastly, two instructors have multiple MA and PhD degrees from various programs both in Turkey and abroad. One of them graduated from the Linguistics and EL Teacher Education programs while receiving her first MA degree from an EL Teacher Education Program and the second from Adult Education, and her

Table 4.2  
*Demographic information of the ELTEC instructors*

<b>Interviewee</b>	<b>Affiliation</b>	<b>Educational Degrees</b>	<b>Self-perceived level of expertise in the field of LTA</b>	<b>Years of Experience in teaching ELTEC</b>
Instr.1	Kocaeli University	<b>BA, MA-ELT</b> <b>PhD- ELT</b>	non-expert	2 years
Instr.2	Hacettepe University	<b>BA, MA, PhD-ELT</b>	expert	10 years
Instr.3	Hacettepe University	<b>BA-ELT</b> <b>MA- ELT</b> <b>PhD- English Linguistics</b>	non-expert	14 years
Instr.4	Hacettepe University	<b>BA- ELT</b> <b>MA- TEFL</b> <b>PhD-ELT</b>	expert	17 years
Instr.5	Süleyman Demirel University	<b>BA, MA-, ELT</b> <b>PhD- ELT</b>	expert	7 years
Instr.6	Süleyman Demirel University	<b>BA-ELT</b> <b>MA, PhD-Teacher Education</b>	non-expert	1 year
Instr.7	Ufuk University	<b>BA,MA-ELT</b> <b>PhD- ELT</b>	expert	4 years
Instr.8	Ondokuz Mayıs University	<b>BA, MA, PhD-ELT</b>	expert	6 years
Instr.9	Middle East Technical University	<b>2 BA- ELT</b> <b>2 MA- ELT &amp; Educational Sciences</b> <b>Ph.D- Linguistics</b>	expert	13 years
Instr.10	Middle East Technical University	<b>BA, MA, PhD-ELT</b>	expert	2 years
Instr.11	Middle East Technical University	<b>BA- ELIT</b> <b>MA- ELT</b> <b>PhD-Linguistics</b>	expert	15 years
Instr.12	Gazi University	<b>BA- ELT</b> <b>MA- ELT</b> <b>PhD- Curriculum and Instruction</b>	non-expert	6 years
Instr.13	Gazi University	<b>BA, MA- ELT</b> <b>PhD-FLE</b>	non-expert	5 years
Instr.14	Gazi University	<b>BA, MA, PhD- ELT</b>	non-expert	7 years

Table 4.2

*Demographic information of the ELTEC instructors-(Cont'd.)*

Instr.15	Boğaziçi University	<b>BA- ELT</b> <b>2 MA-</b> Linguistics & Applied Linguistics, Assessment <b>2 PhD-</b> ELT & English Language Learning and Assessment	expert	5 years
Instr.16	Boğaziçi University	<b>BA-</b> Translation and Interpretation & Pedagogical Formation <b>PhD-</b> Language Education	non-expert	12 years
Instr.17	Çanakkale Onsekiz Mart University	<b>BA- ELT</b> <b>MA, PhD-</b> ELT	expert	17 years
Instr.18	Başkent University	<b>BA, MA, PhD-</b> Linguistics	non-expert	14 years
Instr.19	Akdeniz University	<b>BA- ELIT</b> <b>MA- ELT</b> <b>PhD-</b> FLT	expert	6 years
Instr.20	Bilgi University	<b>BA, MA-</b> ELT <b>PhD-</b> ELT	expert	5 years
Instr.21	Pamukkale University	<b>BA- ELT</b> <b>MA- TEFL</b> <b>PhD-</b> ELT	expert	16 years

PhD degree from Linguistics again. The last participant holds a BA degree from an EL Teacher Education Program, her first MA degree from Linguistics, and the second from Applied Linguistics and Assessment. Moreover, she holds 2 PhD degrees from Language Assessment and Applied Linguistics respectively. Among all of the instructors, this particular participant (instructor 15) specifically holds an MA and 2 PhD degrees from Applied Linguistics and field of Language Assessment. These findings show that the ELTEC instructors participating in this study have received training related to EL language teacher education in some part of their educational life while only 1 instructor has been specialized in the field of LTA received training on LTA in her graduate education.

#### **4.2.1.2. Courses taken by the ELTEC instructors that have contributed to their LAL**

The ELTEC instructors were also asked whether they took any courses related to statistics and research design, general measurement and evaluation in education, and language testing and assessment in their BA, MA, and PhD education. Moreover, if they did, they were also requested to state how many courses they took in total. With this interview question, the particular aim was to get an understanding of the EL teacher educators' foundational knowledge base in LTA since Inbar-Lourie (2008a, 2013) lists the topics and skills in general testing and assessment in education, statistics as the key constituents of LAL. The question elicited diverse answers from the participants as can be observed in Table 4.3.

Among 21 ELTEC instructors, 2 mentioned that they didn't have a chance to take any LTA courses in their undergraduate training because the integration of a LTA related course into the Curriculum of EL Teacher Education dates back to 1998 when the Curricula of Faculties of Education in Turkey went under a radical restructuring process (see Hatipoğlu, 2007 for a thorough review of the history of educational reforms and curriculum renewals in FL teacher education programs in Turkey). They added that the only assessment-related course they took in their educational life was a general measurement and evaluation course taught in Turkish back in those years when they received their undergraduate training. They also stated having taken one statistics course during their PhD education.

The rest of the ELTEC instructors (n.19) received at least one LTA course throughout their undergraduate and/or graduate education. To put it more precisely, 10 instructors teaching the ELTEC reported having received training in LTA in a course they took either in their BA (n.2), MA (n.4), or PhD (n.4)

education, while 5 of the ELTEC instructors stated that they took 2 LTA courses either during their BA and MA (n.3) or MA and PhD (n.2) educations.

Table 4.3

*The number of courses taken by the ELTEC instructors that have contributed to their LAL*

	<b>None (freq.)</b>	<b>1 (freq.)</b>	<b>2 (freq.)</b>	<b>3 (freq.)</b>
<b>1.</b> Statistics courses taken during BA	21	0	0	0
<b>2.</b> LTA-related courses take during BA	13	8	0	0
<b>3.</b> Measurement & evaluation course during BA	4	17	0	0
<b>4.</b> Statistics courses taken during MA	6	13	2	0
<b>5.</b> LTA-related courses take during MA	9	10	2	0
<b>6</b> Statistics courses taken during PhD	5	12	3	1
<b>7.</b> LTA-related courses take during PhD	11	6	3	1

On the other hand, 4 ELTEC instructors voiced that they took either 3 or 5 LTA courses throughout their undergraduate and graduate education. One of them also pointed out that she attended an online LTA course offered by Indiana University to further develop her skills and enhance her knowledge in LTA.

The findings showed that most of the ELTEC instructors took a general measurement and evaluation course during their undergraduate training (n.17). The rest of the participants stated they did not receive any training on general measurement and evaluation in education in general because they did not graduate from a Faculty of Education. Inbar-Lourie (2008a, 2013) underscores general knowledge and skills of testing and assessment in education (i.e. assessment literacy) as a pre-requisite of language assessment literacy because the skills of testing and assessing specific content area are built on these fundamentals of testing and assessment field. Keeping this in mind, the majority of the ELTEC instructors can be said to have laid the foundation of



their LTA skills and knowledge in the measurement and evaluation course they took in their undergraduate training.

As to the statistics courses, it was revealed that 2 ELEC instructors did not take any in their educational life, yet they had self-taught statistical knowledge doing research and reading books on statistics also as a part of their profession, where they are expected to carry out research and publish articles. Out of 21 ELTEC instructors, 19 stated that they took a statistics course at least once during their graduate studies. In other words, 6 ELTEC instructors took one statistics course either during their MA or PhD Education; 8 instructors received training on statistics taking 2 courses in MA and PhD; and 5 instructors took at least 3 at most 5 statistics courses. Among these five ELTEC instructors, 2 further emphasized that they received advanced statistics training as well developing their statistical analyses skills through self-teaching.

#### **4.2.1.3. ELTEC instructors' self- perceived level of expertise in the field of LTA**

The ELTEC instructors' self-perceived level of expertise in the field of LTA was the focus of one of the interview questions as well. Accordingly, 8 ELTEC instructors evaluated themselves as non-experts in the field of LTA because of four reasons: (1) LTA is not among their research areas, (2) they have been specialized in LTA neither during their MA nor PhD education, (3) they have not been involved in any professional testing and assessment practices such as standardized test construction or working as an examiner or rater in a standardized language test. These three features that 8 instructors reported to have lacked were also listed among the criteria to be entitled as language testing expert by Malone (2013) and Pill and Harding (2013).

However, among these 8 non-expert ELTEC instructors, 2 reported that they were assigned to teach the course although LTA was not among their research

interests because there was no one else to do so in the department at the time. Other 6 instructors, on the other hand, stated that they volunteered to teach the course because they love teaching the course, and they have put everything in order such as course content and materials in the course thanks to several years of teaching so that they want to continue teaching the course in the following years in their profession. Overall, 19 ELTEC instructors stated that from the very beginning they volunteered to teach the ELTEC either because language testing and assessment is among their primary research areas or because they personally like teaching the course.

Thirteen ELTEC instructors perceived themselves as experts in the field of LTA because all of the ELTEC instructors but one involved in LTA-related research and published several articles on some aspects of LTA, which was argued to be a criterion to be a language testing expert by Malone (2013) and Pill and Harding (2013). Out of these 13 instructors, 7 specifically wrote either an MA or PhD thesis on LTA specializing in this field. What is more, 8 ELTEC instructors engaged in professional testing and assessment practices such as standardized test construction only (n.2) or they both involved in standardized test preparation activities and worked as a rater for standardized language tests (n.6).

***Inst.2:"As part of my profession as a teacher trainer, I've been involved in assessing my students for many years. In addition, I was recruited as an item writer at central examination you know Turkish Examination Center for one year in 2011. That's my experience for standardized tests."***

Among these LTA experts, especially 7 not only wrote a thesis on LTA but also involved in professional testing and assessment applications in their career. Finally, 1 ELTEC instructor holds 2 PhD degrees in the field of language testing and assessment, has written 3 three theses on the LTA topics, has engaged in standardized language test construction activities in a testing agency and testing office of university for more than 15 years, has made

several contributions to LTA literature, has conducted workshops on LTA topics as well, from which it can be inferred that she fulfils all criteria to be a language testing expert.

#### **4.2.1.4. Years of experience in teaching ELTEC**

When the ELTEC instructors were asked about the years of the ELTEC teaching experience, first all expressed that they have taught the ELTEC in the last 5 years. This was the criteria for selecting the instructors to be interviewed for the thesis. The mean of the ELTEC teaching experience of the EL teacher educators was 8 years, ranging from 1 year to 17 years. Out of 21 ELTEC instructors, 4 expressed 0-5 years of ELTEC teaching experience; 8 reported to have 5-10 years of ELTEC teaching experience whereas 9 stated 10-17 years of experience in teaching the ELTEC. In summary, it can be concluded that considerable amount of the participants were experienced instructors in teaching and developing LTA skills and knowledge of the prospective EFL teachers in EL Teacher Education Programs in Turkey. Moreover, 12 teacher educators have taught the ELTEC to both undergraduate and graduate students whereas 9 instructors have taught the course only at undergraduate level.

#### **4.2.2. Who should teach the ELTEC in EL Teacher Education Programs in Turkey?**

Teacher educators make a significant contribution to “the total ecology of teacher education” (Lunenberg, Korthagen, & Swennen, 2005, p. 588). That's, the quality and quantity of teacher educators' skills and knowledge and their instructional techniques are found to be powerful influencers on how prospective teachers theorize or put the theory in practice (Shagrir, 2010). Therefore, the ELTEC instructor's opinions as to who are capable of teaching the ELTEC, and whether the ELTEC instructors need specific field expertise

and/or experience in the field of LTA. The interview data analysis revealed the following findings as shown in Table 4.4.

Table 4.4

*The Frequency of the ELTEC instructors' opinions regarding the necessity of the expertise in LTA\*\**

	<b>Necessary (freq.14)</b>	<b>Not a must (freq.7)</b>	<b>Total (freq.21)</b>
<b>1.</b> research in LTA	13	2	<b>15</b>
<b>2.</b> MA or PhD thesis on LTA	13	-	<b>13</b>
<b>3.</b> field-experience	14	7	<b>21</b>
<b>4.</b> graduate of an ELT Program	14	7	<b>21</b>
<b>5.</b> at least 1 statistics course & 1 LTA course	2	7	<b>9</b>
<b>6.</b> interest in assessment & teaching profession	3	3	<b>6</b>

\*\*Expertise in the field of LTA= Necessary\*Not a must

The first significant result related to the ELTEC instructors' opinions regarding who should teach the ELTEC was the necessity of the experience in the field of LTA because all of the participants except one accentuated the positive contribution of being involved in language testing and assessment related practices to how successfully and effectively they teach the ELTEC in the classroom. All of them also stated that the ELTEC instructors should have at least one educational degree in an ELT Program. Moreover, they reported the benefits of the field experience in LTA such as standardized test development and working as a rater in a proficiency test scoring process, and working as an EFL teacher in the field who constantly involved in classroom-based assessment applications. The instructors further explained that when and if the ELTEC instructors have such field experiences, then they can also reflect what they have learnt from their experiences into their own assessment practices within the ELTEC when assessing the pre-service EFL teachers' learning outcomes so that they display quality assessment practices themselves as a role model for the prospective EFL teachers since teacher educators are founded to

be “influential role models for their prospective teachers” (Al-Issa, 2005, p. 347) as one of the ELTEC instructors clearly stated in the following quotation:

***Instr.14:*** *There are always various types of question in my pen and paper exams such as multiple-choice questions, open-ended, and true-false questions. In addition to formal written exams, students prepare two projects and assignments. **Because we teach all these assessment methods, we ourselves use them in our assessment**".*

In that vein, they highlighted the critical impact of the ELTEC instructors' own assessment practices in the ELTEC on the pre-service EFL teachers' acquisition of LTA skills and knowledge because they stated that students also learn by observing the course instructors. As can be seen in the following response of the instructor 1 given below as an example, a considerable number of the ELTEC instructors argued that teacher educators themselves should apply the major principles of language testing and assessment such as reliability and validity to be a good role model for the student-teachers. This finding can be further supported by Lortie's term "apprenticeships of observation" (1975) in which he rendered that prospective teachers heavily rely on their observations of the instructors' applications when developing their own practices.

***Instr.1:*** *"First, it is a matter of **doing your profession wholeheartedly**. It is a matter of expertise as well because I really don't think that all educators can do that. Personally, **ELTEC teachers should really love testing and assessment**. There are some teachers who really like teaching but not testing. **I mean they are not really maintaining the reliability and validity measures. They do not pay attention to these features that much. To be a good role model as well, as an ELTEC teacher first the teachers themselves should really apply those features, and then some field experience can be good for these teachers as well**".*

Otherwise, when and if the ELTEC instructors and other teacher educators themselves do not apply the theoretical principles of LTA when assessing their students' learning, then "*the pre-service EFL teachers have difficulty in relating*

*what is taught and what is applied in the class because they state **that instructors teach something, but they do not see them do these things in the class**" (Instructor 17).*

The findings also revealed that out of 21 instructors, 14 regarded being an expert in LTA as a necessary and vital entailment for effectively and efficiently training the pre-service EFL teachers as to the skills and knowledge in LTA. Almost all of them maintained that teacher educators teaching the ELTEC should conduct some research in LTA emphasizing the importance of special interest in the field and following the developments in the field. Just as many participants (n.13) also underlined the requisite of holding an MA or PhD degree in an ELT program and having written a thesis specifically on LTA to be a successful ELTEC instructor (see quotations from instructors 5 and 6 below), or else as stated by one of the participants "*it won't be beneficial if a non-expert in LTA teaches the ELTEC*" (Instructor 4). Apart from these, 3 ELTEC instructors also pointed out that one needs to love testing and accept the indispensable workload accompanying along with the love for teaching profession itself.

**Instr.6:***"This course necessitates expert background knowledge. Instructors with a PhD degree in LTA, who keep track of the development in the field, go to related conferences, and who are members of field-specific organizations should teach this course".*

**Instr.5:** *"I certainly believe field expertise is necessary. In the second year of their undergraduate education, our students also take a general measurement and evaluation course where they learn basics of testing and statistical analyses. However, our field requires different techniques to assess four language skills and language areas. Therefore, it is essential that ELTEC is taught by an instructor with a PhD in ELT who have been specialized in LTA, if possible hold a PhD degree in LTA. When this course is taught by a non-expert instructor, it can be observed that it doesn't benefit the students, which speaks for themselves in the in-service EFL teachers' poor assessment practices".*

Out of 21 ELTEC instructors, on the other hand, 7 expressed their opinion that teaching ELTEC does not require to be an expert in LTA field. Instead, they stated that graduating from an ELT program and having taken at least 1 statistics and 1 LTA course throughout undergraduate and graduate education will suffice to be able to teach the ELTEC at undergraduate level. Furthermore, out of these 7 instructors, 3 emphasized the importance for loving assessment and assessment related works as well as teaching profession so that they put a lot of effort and time for getting prepared for the contents of LTA to teach and give various examples for the theoretical aspects of LTA as can be seen in the quotation from instructor 13 below.

**Instr.13:** *"In fact, an instructor teaching other methodology courses can also teach the ELTEC, but only if they study for the course. Of course, they should to love testing as well. I think field expertise is not necessary at undergraduate level. I am not sure I think this way because I am not an expert in LTA field, but we teach practical things that serve well for our graduates in their job. I do not bombard student with a lot theoretical knowledge in the class. After all what they will need is to prepare accurate tests suitable for the needs and levels of the students. We focus on these issues".*

When the responses of the participants who did not think expertise in LTA was not necessary were examined in detail, an interesting picture appeared. Four of the participants who reported that field expertise in LTA was not a must to teach the ELTEC in undergraduate training were actually LTA experts themselves. They further explained the reason why they said so with the difficulty of finding teacher educators specialized in LTA in EL Teacher Education Programs in Turkey. The other three participants, on the other hand, were non-experts in LTA. It might be the case that they identified themselves with the situation; therefore, they opted for this opinion because even these instructors who considered neither experience nor expertise in LTA as a must to teach ELTEC at undergraduate level also pinpointed the fact that one can teach and design the course with a different perspective when having experience and expertise in LTA field:

**Instr.16:** *"It would be better if the ELTEC instructor have carried out research in LTA field, they can teach the course with a different perspective, but to me an instructor without a special interest in LTA can teach the course too on condition that they need to get prepared well. If I had worked at a testing unit, I would teach the course in a different way, but I think what I do now is sufficient. After all what we teach at undergraduate level is pretty obvious. I don't think that one needs to be an expert and experienced in LTA".*

It is not suggested here that non-experts in LTA cannot teach the ELTEC, rather as also stated by the ELTEC instructors, who perceived themselves as non-experts, one needs to have a special interest the issues of testing and assessment and be willing to allocate extra time and energy to equip themselves with the necessary knowledge and skills in LTA and get ready to give as many and diverse tangible examples as possible for the complex theoretical knowledge of LTA.

In summary, the results reveal that the majority of the teacher educators believe field expertise and experience in LTA are necessary qualifications that should be expected from an instructor to teach the ELTEC to successfully and effectively develop prospective EFL teachers' language assessment literacy so that they can carry out valid, reliable, appropriate, and fair assessment practices in their job.

**Instr.10:** *"To teach this course, field-expertise is necessary. In my opinion, instructors should have an experience and expertise in LTA. It also requires doing research and writing articles on LTA. One needs to give examples for everything they teach in the course, or else the course will be at theoretical level for them too. I think in teacher training programs, experience is a must".*

The accumulated knowledge and skills gained from the experiences in the field of LTA together with the theoretical foundation of LTA gained through taking LTA and statistics courses, doing research in the field are believed to contribute to the teacher educators' informed-assessment practices based on



“principles-informed skills” (Davies,2008) in the ELTEC and other courses as well. Consequently, they become a role model in the process of training and educating future EFL teachers, which has also been suggested by Boei et al. (2015) as “explicit modeling” that has high value in prospective EFL teachers' development. Similarly, Freeman (1982) acknowledges the gains of observation routines for language teachers' development. In the same way, ELTEC instructors value the contribution of "apprenticeship of observation" (Lortie, 1975) by underscoring the significance of setting an example by putting all they teach in the ELTEC into practice in their own assessment tools and practices.

An ELTEC instructor, as pointed out by one of the participants with the following words provided below, is expected to know the theory of LTA, every terminology and every assessment method including advanced statistics while at the same time to be aware of what and how much of what the prospective teachers will need in terms of theoretical and practical aspects of LTA when they start their profession.

***Instr.15:"I have to know the theory of LTA. I need to know all about terminology and assessment methods as well as advanced statistics to teach the course as a language assessment literate teacher educator. However, what and how much of LTA a classroom teacher should know will naturally change. For them, we talk about a kind of language assessment literacy supported by certain amount of theoretical background to develop an awareness and perspective. .... knowledge and skills to offer solutions to the problems at hand".***

This finding is parallel to the research indicating that teacher educators should have sound disciplinary knowledge, such as subject content knowledge and pedagogical content knowledge (Goodwin et al., 2014; Shagrir, 2010) in order to empower prospective teachers and enable them to acquire certain strategies to become “independent professionals” (Leung, 2009). In other words, as the results of the interview data analyses reveal, in addition to field expertise and

experience, an ELTEC instructor should also keep in mind what prospective EFL teachers will practically need in relation to the contents and topics of LTA in the educational context they will be working (Lange, 1990). It is one of the foremost responsibilities of teacher educators to train and educate prospective teachers in such a way to carry out their profession and deal with the social context of schools and schooling in their countries (Freeman and Allwright, 1998) since training is evolving and is "... closely associated with political, economic, social, and cultural contexts" (Al-Issa, 2005, p. 347).

Killion and Harrison (1997) argue that teacher educators have the roles of a trainer, coach, resource, program manager, designer, consultant, task facilitator, and process facilitator. Drawing on the results of the interview data analyses, it can be concluded that an ELTEC instructor is expected to be a *good role model* for effective and quality assessment practices to train prospective EFL teachers to be language assessment literate teachers; *designer* of the course and the tasks appropriate for equipping students with necessary theoretical and practical knowledge and skills in LTA; *resource* to guide the students to find the information from the appropriate and practical sources such as books and articles; *source of knowledge* to lecture on the technical and theoretical concepts of LTA; *coach and consultant* to help students find practical solutions to the problems and challenges they face in the item and test construction projects and tasks.

Moreover, as the ELTEC instructors have emphasized an ELTEC instructor is expected to be effective and regular *feedback provider* for the students' tests and test items because they have reported that pre-service EFL teachers also learn from their mistakes when they are called attention to during an application-oriented task.

### **4.3. Research question 1.2: What are the opinions of the ELTEC instructors regarding the placement of the ELTEC and the number of the LTA courses in the curriculum of EL Teacher Education Program in Turkey?**

Before responding to this research question, first the current situation related to the placement of the ELTEC and the number of the assessment-related courses in the curriculum of EL Teacher Education Program was examined in order to add an evaluative standpoint to the ELTEC instructors' opinions.

#### **4.3.1. Current state of EL Teacher Education Programs in Turkey in terms of number and placement of assessment-related courses**

In the EL Teacher Education Curriculum suggested by the CoHE (2006), prospective EFL teachers are normally offered an English Language Testing and Evaluation course (ELTEC) in the last year, 8<sup>th</sup> semester of their training. However, when the course catalogues of the 4-year EL Teacher Education Programs in Turkey have been investigated, the overall picture reveals that there is not a consensus on the exact academic term to teach the ELTEC in these programs.

The results of the analyses of the course catalogues in all of the EL Teacher Education Programs in Turkey (n.63) show that the majority of the programs (n.56; 92 %) have placed the ELTEC in the last/8<sup>th</sup> term, 2 in the 7<sup>th</sup> term (3 %) , 2 in the 6<sup>th</sup> term (3%), and finally 1 in the 2<sup>nd</sup> term (2%) of the 4-year long EL Teacher Education Programs (see Appendix C for the list of universities offering EL Teacher Education Programs and the placement of the ELTEC in the program). Surprisingly, 2 universities on the list (Bahçeşehir and Maltepe Universities) do not offer any specific language testing and assessment courses in their EL teacher education programs, but only include a general Measurement and Evaluation course (MEC) as a professional teaching

knowledge course taught in Turkish, which is taught in most of the other EL teacher education programs in Turkey.

With regards to LTA-related courses in universities, Tran (2012) did a research on the top 10 programs offering master's degree in Teaching English to Speakers of Other Languages (TESOL) in America and found out that only 4 included a course for teaching LTA. Similarly, DeLuca and Klinger (2010) stated that there are relatively few required formalized testing and assessment training in teacher education programs in Canada, which was further supported by DeLuca and McEwen (2007) who revealed that only three out of 10 BA programs in teacher education programs in Ontario, Canada had an obligatory testing and assessment course. It looks as if Coombe, Folse and Huley (2007) were right when they expressed that for most teachers, the field of assessment is a foreign territory. However, it is demanded by teacher candidates that teacher education programs develop and offer a specific course or courses focused on classroom testing and assessment with respect to the content knowledge in question (Volante and Fazio, 2007) to help them acquire necessary practical techniques and skills for effectively carrying out testing and assessment activities in their class. DeLuca and Klinger (2010) also agree that developing LAL of prospective teachers should be an explicit component of EFL Teacher Education Programs given the increasing importance of both quality large-scale and classroom-based assessment to enhance student learning.

The place and the time when the ELTEC is taught to the pre-service EFL teachers are highly likely to impinge upon how much they will internalize and conceptualize the issues in LTA. For instance, the second semester can be too early for them to understand the concepts and significance of LTA before taking subject content courses such as linguistics, language acquisition, and the pedagogical content courses such as methodology of language teaching, approaches, methods, and techniques in foreign language teaching, teaching

language skills, teaching English to young learners, materials development, adaptation and evaluation, and a pedagogy course- measurement and evaluation in general. This can be mainly attributed the reason that teacher candidates need to reach a point where they are academically and cognitively mature enough to comprehend and relate the core foundations of LTA such as concepts, issues, and principles. This can be further supported by Inbar-Lourie's definition and conceptualization of language assessment literacy which requires having necessary knowledge and skills related to subject knowledge (2008a, 2013). The last semester of the program, however, can be considered as late because starting from the seventh term, the pre-service teachers go to schools for their practicum courses, and they will need LTA knowledge and skills during their school practices to carry out required observation tasks regarding assessment activities of the mentor teacher and responsibilities that might be given such as preparing quizzes or marking exam papers of the pupils. Furthermore, with a single course within a term which generally adds up to 13 or 14 weeks of instruction with three hours a week, both theoretical and practical aspects of LTA are aimed to teach to the prospective teachers, which might give rise to time limitation problems.

Table 4.5

*The frequency table related to the terms in which the ELTEC is taught in EL Teacher education programs in Turkey*

<b>When is the ELTEC taught in ELT Programs?</b>	<b>Frequency</b>	<b>Percent</b>
2 <sup>nd</sup> term	1	2
6 <sup>th</sup> term	2	3
7 <sup>th</sup> term	2	3
8 <sup>th</sup> term	56	92
<b>Total</b>	<b>61</b>	<b>100</b>

Consequently, training pre-service EFL teachers about LTA in a theoretically and practically overloaded ELTEC just before graduating might leave them

puzzled with possibly uninternalized input related to LTA. Thus, they are likely to be left with the feeling of insufficiency to undertake assessment-related activities when they actively start working (Büyükkarcı, 2014, 2016; Han & Kaya, 2014; Hatipoğlu, 2015b; Karagül, Yüksel & Altay, 2017; Köksal, 2004; Mede & Atay, 2017; Sarıçoban, 2011; Şahin, 2015).

Beside the ELTEC, pre-service EFL teachers also require to take a general measurement and evaluation course during their undergraduate education since it is listed in the curriculum suggested by the CoHE. This 3-hour theoretical course, under the category of pedagogical knowledge courses, aims to lay the foundations of the testing and assessment knowledge and skills of prospective EFL teachers. In fact, it can be considered as the first phase of developing pre-service EFL teachers' LAL (Inbar-Lourie, 2008a, 2013) because it precedes the ELTEC according to the EL Teacher Education Curriculum (Teacher Education Undergraduate Programs, 2007). The major goals of this course are given in the course descriptions provided by CoHE:

**Measurement and Evaluation Course:** The significant role of testing and assessment in education, basic terms in testing and assessment, characteristics of testing and assessment tools (reliability, validity, practicality), testing and assessment tools used in education and their characteristics, traditional assessment tools (paper and pencil exams, short answer exam questions, true-false tests, multiple-choice tests, matching tests, oral exams, assignments), non-test type and alternative assessment tools (observation, interview, portfolio, research papers, research projects, peer assessment, self-assessment, attitude scales), designing an assessment tool for the specific field of study, basic statistical analyses for test results, evaluating learning outcomes, and giving grades.

The inclusion of a general testing and assessment course into the program can be explained by Inbar-Lourie's perspective on the interrelation between assessment literacy and language assessment literacy (2008a, 2013) because she states that the first one establishes the foundations of language assessment literacy. Then, with the subject content knowledge related to language teaching and learning built on the general assessment literacy, pre-service EFL teachers are provided with the opportunity and skills to transfer knowledge from general

testing and assessment course and other subject content knowledge courses into the ELTEC.

Table 4.6  
*The frequency of which academic term the MEC is taught in EL teacher education programs*

	Frequency	Percent
4 <sup>th</sup> term	4	7
5 <sup>th</sup> term	3	5
6 <sup>th</sup> term	52	82
<b>Total</b>	63	100

In the original course diagram presented in the EL Teacher Education Curriculum by CoHE, measurement and evaluation course is placed in the 6<sup>th</sup> term in the 3<sup>rd</sup> year of the program, and the ELTEC in the 8<sup>th</sup> term in the last year. However, when the EL teacher education programs at universities in Turkey have been examined by analyzing the university course catalogues, it is seen that there is again diversity in terms of when these courses are taught (see Appendix C for the whole list). The findings display that of 63 EL Teacher Education Programs in Turkey, 4 do not include a general measurement and evaluation course, but offer a specific language testing and assessment course only. Among the 59 universities left, the majority of the EL Teacher Education Programs teaches this course in the sixth semester (n. 52; 82%) while 4 teach the general measurement and evaluation course in the forth semester (7%), and 3 in the fifth semester (5%).

#### **4.3.2. Opinions of the ELTEC instructors regarding the placement of the ELTEC in EL Teacher Education Curriculum in Turkey**

When the ELTEC instructors were asked whether 8<sup>th</sup> semester is appropriate to teach the ELTEC in EL Teacher Education Programs, as shown in Table 4.7, the majority of the instructors reported that it is the correct and suitable

semester (n.14), while 7 participants stated it is not appropriate to offer this course in the last term of the undergraduate program.

Table 4.7

*Opinions of the ELTEC instructors regarding the placement of the ELTEC in the EL teacher education curriculum*

Opinions of the ELTEC instructors	Place of the ELTEC in the curriculum:8th semester, fourth year	
	frequency	percentage
1. Appropriate	14	67
2. Not appropriate	7	33
Total	21	100

**Inst.1:** *"The last term, maybe the last year is **the most appropriate time period** for someone who is going to be an English language teacher".*

Those who stated that 8<sup>th</sup> semester is an appropriate or accurate time for teaching the ELTEC based their choice on 4 different reasons. Out of 14, 10 instructors emphasized the critical necessity for the knowledge of teaching language skills in English, teaching English to young learners, methods, approaches, and techniques in ELT, second language acquisition, and linguistics courses before pre-service EFL teachers are taught knowledge and skills of LTA. In other words, the ELTEC instructors underscored the background in the subject content and pedagogical content knowledge as prerequisite for the ELTEC.

**Instr.13:** *"2<sup>nd</sup> term in the 4th year is better I think because students will have taken **all the methodology courses and teaching language skills by then** so that they can move on with writing tests".*

As can be seen in the quotation from the instructors 13 and 19, the ELTEC instructors argued that a level of readiness is necessary for the acquisition of LTA skills and concepts because LTA is an interdisciplinary field that necessitates the knowledge of how to teach language skills depending on the



age and proficiency level of learners, how to design, adapt, and evaluate the materials as well as awareness and knowledge of educational context, methods and approaches in teaching language etc.

**Instr.19:** *"I am content with the place of the course because testing is a very complex course. I think it should be coherent to other methodology courses since students will prepare exams for the students they teach, so they should know their students, their age-related characteristics. They should first learn how to teach because they need to assess in the way they teach. I also think that testing requires academic maturity".*

The ELTEC instructors also supported their opinion by emphasizing that the term when the ELTEC is taught is already decided by the CoHE (n.2) and by stating that if the pre-service EFL teachers are presented with the issues of language testing and assessment just before they graduate from the university, then students' knowledge and skills will be fresh so that they can remember them easily when they start working (n.2).

**Instr.5:** *"The place of the course is correct, I think. Before pre-service teachers start working as a teacher, it is important that their knowledge of language testing and assessment is fresh".*

Finally, one of the ELTEC instructors pointed out the positive contribution of taking the ELTEC and practicum course simultaneously so that pre-service EFL teachers can find chances to apply and better observe what they learn in the ELTEC when they go to practicum schools.

Among the ELTEC instructors, there were 7 participants who asserted that 8<sup>th</sup> semester is not an appropriate time to teach the ELTEC listing 3 different reasons. First, 4 of them underlined the disadvantage that will come along with taking the ELTEC and practicum course simultaneously since students are expected to apply the theoretical issues of LTA in a real classroom and school environment with certain tasks such as preparing quizzes and exams and

scoring students' exam papers before they have fully covered the topics in the ELTEC.

**Insr.10:** *"I find it reasonable that pre-service teachers take language testing course before they go to practicum courses since when they are in the real classroom environment, having the theoretical background in LTA and with necessary level of awareness, they can observe how an EFL teacher carries out classroom assessment".*

Second, 4 ELTEC instructors called attention to the pre-service EL teachers' affective conditions since they are very anxious and stressful about graduating from the university and finding a job quickly to make a living that they often have difficulty in fully concentrating on the requirements and the significance of the course.

**Instr.16:** *"Last term, students go to practicum, they are anxious about finding a job, so they can't really make the best of the course".*

Moreover, 3 instructors reported that the last semester of the EL Teacher Education Program is already overloaded with many courses, so offering such a significant and complex course over-loaded with both theoretical and practical aspects of LTA in the last semester is not an accurate decision.

The instructors who voiced their opinion that 8<sup>th</sup> semester was not the right time to offer the ELTEC provided 2 suggestions. The first suggestion was moving the ELTEC to the 7<sup>th</sup> semester.

**Instr.10:** *"It think, 7<sup>th</sup> term is better to teach ELTEC because I find it reasonable to offer the course before students go to practicum to practice teaching so that they can observe how teachers at school carry out classroom assessment".*

What is more, among the instructors who stated that 8<sup>th</sup> semester was appropriate, 3 also emphasized that the ELTEC might as well be taught in the 7<sup>th</sup> semester as can be seen in the following quotations from the participants.

**Instr.4:** *"It would be better if the course was moved to fall semester because students experience problems in applying assessment and test techniques during practicum in the 8<sup>th</sup> semester without the theoretical basis".*

The second recommendation was to teach the ELTEC coordinately with the course Teaching Language Skills 1 and 2 starting from the 5<sup>th</sup> semester so that such a complex course with overloaded theoretical and practical issues will not be squeezed into one semester as it is exhibited in the quotation from the instructor 17.

**Instr.17:** *"The last term is late, in fact, this course had better be taught earlier. For example, it can be placed in a term starting from the third year of training in parallel with language skills teaching".*

#### **4.3.3. Opinions of the ELTEC instructors regarding the number of the LTA courses in EL Teacher Education Programs in Turkey**

The second part of the research question 2 was related to the ELTEC instructors' opinions about the number of the LTA course in the EL teacher education curriculum. In EL teacher education curriculum, there is only one testing and assessment course specific to language teaching and learning (CoHE, 2006). The instructors were asked whether they find one LTA course in the curriculum sufficient or insufficient. As displayed in Table 4.8, the findings revealed that 12 ELTEC instructors were of the opinion that one 3-credit theoretical course taught in one semester is sufficient to train prospective EFL teachers to be ready for carrying out assessment-related responsibilities of being a teacher.

The instructors who were satisfied with the current number of the ELTEC in the curriculum explicated their ideas with three reasons. Out of 12, 6 instructors pointed out that in the EL Teacher Education Curriculum, there is already a general MEC where the pre-service EFL teachers are introduced with

basic principles and techniques in educational assessment and statistical concepts.

**Instr.3:** *"I am satisfied with the number of the course in the curriculum. **One semester is enough** because students also **take another measurement and evaluation course** as a pedagogical knowledge course".*

Table 4.8  
*Opinions of the ELTEC instructors regarding the number of the LTA course in the EL Teacher Education Curriculum*

Opinions of the ELTEC instructors	Number of the LTA course in the curriculum: 1 ELTEC	
	frequency	percentage
1. Sufficient	12	57
2. Insufficient	9	43
Total	21	100

However, whenever the instructors were asked whether they were in contact with the instructors teaching the general MEC, all of the responses were no except one. In other words, the ELTEC instructors stated that pre-service EFL teachers also learn testing and assessment in a general sense in MEC, but at the same time they did not really know the content and the requirement of the course as planned and decided by the instructor of that course.

Only one participant reported that she works coordinately with the instructor of the MEC, and they plan and organize their courses by discussing the overlapping concepts. Accordingly, she stated that the instructor of the MEC focuses on general concepts such as reliability, validity, item analysis, descriptive statistics and calculations, so she does not touch upon these issues in detail in the ELTEC, but she builds upon this and teaches the importance of testing and assessment in language teaching, necessary features of tests, language test types such as proficiency tests and achievement tests and their differences, and finally topics related to how to test language skills discretely and integratively. Therefore, she held the idea that one LTA course was sufficient to cover all the issues of LTA.

**Instr.19:** *"I have no problem with the fact that there is one LTA course in the curriculum. I think I cover everything, but only with the other general measurement and evaluation course. ...We work in a coordinated manner with the instructor of the general measurement and evaluation course"*.

Others supported their opinion that one ELTEC is enough in the curriculum by reporting that they can cover the topics they planned to teach in the syllabus within the amount of time period at hand (n.3). However, one of them accentuated that one course is enough to cover topics on condition that other methodology courses such as teaching language skills, teaching English to young learners, and methodology of language teaching are designed in coordination with language testing and assessment course, whereas at the same time she voiced her concerns and negative experiences regarding the issue as seen in the following quotation.

**Instr.15:***"It is not always easy to coordinate other courses that prepare the baseline of assessment course. Programs may overlook this. I had a problem about this once. When it came to designing tasks, I realized that students hadn't learned it before"*.

Although most of the ELTEC instructors were satisfied with one ELTEC course in the curriculum, they also complained about the lack or limited time for practice such as test analyses, item writing, adapting questions and tests, and writing tests in the classroom and providing feedback for each practical task for the students. One of them even suggested that class hour for application be increased in the ELTEC.

**Instr.13:** *"The number of the course is enough, yet we do not have time for test analyses. Perhaps, increasing the class hour to 4 could give us some time for practice (2 hour theory+ 2 hour practice)"*.

Furthermore, 3 participants raised concerns about already-overloaded program with many and diverse courses, so there is no vacancy in the curriculum for another course.

**Instr.2:** "*Our teacher training program in Turkey has lots of courses to teach. You have teaching English to young learners; you have methodology, linguistics, language acquisition and so on. All these taken, one 3 credit course for assessment is enough in my opinion*".

Overall, even though the results of the study showed that more ELTEC instructors thought the number of the LTA course in the EL Teacher Education Curriculum was sufficient, once they were asked what additional topics they would include in the ELTEC if they had more time, nearly all of them (n. 18) reported that they would add more practice such as test analysis, item writing, test development, test administration, and statistical analyses on test results. Moreover, 11 ELTEC instructors stated they would not add any new topics but allocate more time for certain topics such as alternative assessment tools, assessing language skills and areas for different age and proficiency level groups of students since they had to go over these topics often superficially by only briefly explaining them. Finally, 7 instructors expressed that they would add some new topics to the list of topics in their course syllabi such as alternative assessment tools, technology-based assessment, and CEFR and testing.

The results also uncovered that 9 ELTEC instructors found one ELTEC in the curriculum insufficient due to four reasons. Almost all of them complained about serious lack of time for practice, which was something they constantly accented throughout the interview (n.7).

**Instr. 17:** "*One semester, 3-hour lesson is not enough to enable students to acquire language testing and assessment skills*".

They reported that trying to cover all the necessary theoretical concepts of LTA and to create tasks to put them into practice simultaneously in a single 3-hour course is really a challenge, and one course is never enough. Consequently, they pointed out that they either needed to assign the students to read theoretical parts at home and ask questions in the class about the parts they did not have clear understanding so that the instructors could spare time for more practice such as writing different question types for assessing each language skill, or they included few examples of test items to be able to cover the theoretical issues in the class.

**Instr. 5:** *"One course is **not sufficient** because **the course has a theoretical part** and it is something that can **be covered in a terms itself**. However, we have to finish teaching **both theoretical aspect and test and item writing in a single term**. And it is, of course, **not enough**. .... Because of **limited time**, we **cannot have students to write tests for each skill** separately during the term".*

**Instr.8:** *"...Normally, I ask my students to **prepare 3 exam questions for all language skills** and exchange them with their peers for a discussion platform. **Yet I couldn't do this because of time constraints**".*

Therefore, as subsequent reason for insufficiency of one ELTEC course, 5 ELTEC instructors mentioned that as a result of the need to cover all theoretical and practical aspects of LTA in a single course at the same time, they had to choose the most important topics over others, yet those excluded topics were also often the required ones.

**Instr.1:** *"It is **just a one term course**. It means **one needs to exclude many terms**. It is generally twelve or thirteen weeks. I **really do not think that it is pretty enough to cover all those needed topics**".*

Another mentioned reason why one single ELTEC is not sufficient to develop prospective EFL teachers' LAL was the difficulty and impossibility to include

all the necessary assessment methods used for different age groups (n.2) in one course. The ELTEC instructors emphasized the fact the graduates of EL teacher education programs can work as a teacher in diverse educational settings ranging from private and state primary schools to tertiary levels, so it is difficult to include all testing and assessment types and tools appropriate for these different student groups *"because all the dynamics of teaching and assessing young learners, adolescents, and adults are quite different from each other, so testing English of those people should be different as well. Therefore, the content of the ELTEC should be divided"* (Instructor 1). Lastly, the ELTEC instructors stating that one ELTEC is not enough explained this with the negative impact of crowded classrooms on their decisions to include more practical tasks into the course, which has actually been highlighted as a significant aspect of developing language assessment literacy of prospective teachers.

**Instr.21:** *"There should be more class hours for the course, and the number of the students in the class should be less. The crowded classrooms prevent the use of practical applications in the course".*

As can be easily seen in the quotation from one of the instructors' answers, they complained that they couldn't include as many in-class tasks for practical applications as necessary for sustainable acquisition of LTA skills in the class. However, Tsagari and Vogt (2017) underline that EFL teachers are predominately in need of support with the tangible, practical application of LTA concepts and more recent forms of assessment to enable them to expand their LAL.

The findings also revealed the ELTEC instructors' suggestions for the addition of at least one more course related to language testing and assessment (n.9) or increasing the class hour of the ELTEC to either 4 or 5 per week (n.3). Those who recommended addition of another LTA-related course into the curriculum



differed in terms of the number of the course that should be added. For instance, out of 9 ELTEC instructors, 5 stated that the ELTEC should definitely be divided into two semesters; namely, the ELTEC 1 in the 7<sup>th</sup> semester thoroughly including all the necessary theoretical concepts and issues in LTA and the ELTEC 2 in the 8<sup>th</sup> semester to create opportunities to put the theory into practice and provide regular detailed feedback for the pre-service EFL teachers' outcomes such as test and item writing tasks and projects.

**Instr.6:** *"English Language Testing and Evaluation course is **better to be divided into two parts**. One course in the fall could be offered **in the 7th semester including the theoretical aspect** of language testing and assessment. Second course could be taught **in the 8th semester including practical aspect and applications**".*

Two of these instructors voiced another suggestion that one more ELTEC can be added to the curriculum in which assessing language skills can be divided into these courses such as principles and techniques of assessing productive skills in the ELTEC 1 and principles and techniques of assessing receptive skills and language areas in the ELTEC 2 so that balanced amount of time can be allocated both for theoretical and practical aspects of language testing and assessment covering a wide range of assessment methods for different age and proficiency level groups.

**Instr.8:** *"We cannot catch up with the curriculum with a single course. Therefore, it is reasonable to **divide this course into two semesters** and teach it on the **basis of language skills testing in detail**".*

Other two instructors even underscored the need for 3 ELTEC courses in the EL teacher education curriculum: a LTA course designed to teach theoretical basis of; one course with necessary classical and traditional testing tools and techniques; one more course with alternative assessment tools including the issues of assessing young learners. This way, they argued, teacher educators

would not face with the challenge of selecting certain topics over others; they could include as many application-oriented tasks as necessary in these 3 inter-related courses in the semesters that come one after another.

Lastly, 2 ELTEC instructors stated that rather than adding another must course to teach language testing and assessment, EL teacher education programs might add an elective ELTEC which focuses more on the practical aspects and alternative assessment tools. However, at the same time they warned us against the risk of not finding a volunteer or a LTA expert instructor to teach the course.

Among the reasons why one ELTEC in the curriculum is insufficient was the difficulty or impossibility of including all of the necessary testing and assessment tools and principles used with different age groups. Therefore, the ELTEC instructors were also asked whether they thought it is necessary to have a separate course to teach how to assess young learners to the prospective EFL teachers. As demonstrated in Table 4.9, out of 21 ELTEC instructors 13 stated that a separate course for assessing young learners is not a must. They substantiated this opinion with four different reasons. First, 11 instructors reported that they already cover age-specific assessment techniques in the existing course, ELTEC by providing tips and principles for testing and assessment of young learners or by including tasks and projects where students are expected to prepare test items for lower and higher proficiency level students.

**Instr.4:***"There are different test techniques for different proficiency levels and different ages. It is necessary to design this course according to specific levels. This is very hard but I manage to do this. While teaching the course, I warn students about what to pay attention to when testing students with different levels of proficiency and age".*

**Instr.3:** *"We already teach how to carry out testing and assessment practices depending on different age groups in terms of both approaches and language skill assessment. Therefore, I don't find it obligatory to teach LTA for young learners in a discrete course".*

Table 4.9

*Opinions of the ELTEC instructors related to an additional course on assessing young learners*

Opinions of the ELTEC instructors	Adding another course for assessing young learners in the curriculum	
	frequency	percentage
1. Definitely necessary	8	38
2. Not a must	13	62
Total	21	100

Second reason they mentioned was that the students already take a course entitled teaching English to young learners (TEYLs) and learn the characteristics of children as a language learner and which materials are suitable for them so that they can prepare appropriate assessment tools for young learners as well. However, once they were asked whether the instructors teaching TEYLs focus specifically on assessment issues, they either stated that they do not have exact information about the issue, or they admitted that assessment of young learners is not really the central focus of the course because they do not have enough time to cover the topics related to teaching language skills already.

**Instr.3:** *"... I also teach teaching English to young learners. Assessment issues remain in the background in that course".*

Other instructors also expressed that if the ELTEC was divided into two courses like testing and assessing young learners and adult learners, then the need to divide other courses such as materials development, adaptation and evaluation in the same way would arise (n.1). This, in return, they reported is

not possible due to the already-overloaded curriculum with many diverse courses with a lot of work load both for students and instructors.

The findings also revealed that 8 instructors had the opinion that urgent actions should be taken to provide a separate course for assessing young learners. Almost all of these instructors highlighted the fact that the nature of assessing young learners is very different from that of adult learners because of different dynamics of learners with different ages (n.6) as illustrated in the following quotation from the responses of the instructors 2 and 5.

**Instr.2:** *"It is **definitely necessary** to have a separate course for this aim. For example, assessment can be done for any age level, young learners as well; **student-teachers must know how to assess listening among young learners** for example. You **can't assess listening skill by preparing multiple-choice questions**. You should ask them for example to paint something depending on the instructions given in the test".*

**Instr.5:** *"We **need a separate course for assessing young learners** for sure. **Assessing adults' language skills and young learners' are different**. Since we cannot assess them using sit-down exams, different methods are needed....".*

Self-evaluating their courses, 3 ELTEC instructors stated that they touch upon issues related to assessing young learners in their course, but only with a few examples. Therefore, they reported that such superficial coverage is not sufficient to train language assessment literate EFL teachers with respect to assessing young learners.

**Instr.5:** *"... Assessing young learners is included among the topics of this course, we say that assessing young learners is a totally different area; you need to test them with more active participation and bodily-kinesthetic tasks, **but it is not really enough**".*

Two of the instructors called for an attention to the existence of a separate course for teaching English to young learner in the EL teacher education curriculum, so they thought the issues of assessing young learners also deserve to be taught in detail in a discrete course.

**Intrs.2:***"If teaching English to young learners is separated from the mainstream teacher training, then **it must be definitely separated from the LTA course**. There has been a debate over this in recent years among Turkish scholars. They claim, argue that teachers of young learners should be trained separately. This can be done and I think should be done if we have a separate course to train the teachers for young learners, then we should have the assessment course differently".*

3 ELTEC instructors even suggested a division in EL teacher education programs in terms of teaching English to young learners and adult learners to train more EFL teachers specialized in one area.

Overall, the results show that most of the ELTEC instructors find one single LTA insufficient due to the fact that the course hours are not adequate to cover all of the required theoretical knowledge and principles and to provide necessary amount of practical experience through application-based tasks, projects, and detailed feedback for each student to improve their LTA knowledge and skills sufficiently within a single semester.

Moreover, the research on LTA practices and LAL level of EFL teachers in Turkey reveals that classroom teachers tend to frequently employ traditional assessment methods and techniques irrespective of the age and the proficiency level of the learners (Haznedar, 2012; Köksal, 2004; Öz, 2014; Han & Kaya, 2014) exhibiting lack of knowledge and skills in alternative assessment tools (Haznedar, 2012; Öz, 2014; Han & Kaya, 2014) because of insufficient training in LTA in general (Büyükkarcı, 2014, 2016; Hatipoğlu, 2010; 2015a; Şahin, 2015). Prospective EFL teachers also complained about the lack of

practice and application-based assessment tasks to experience actual item writing and test construction skills, administering, scoring, and interpreting the results, therefore, the issues of LTA remained at theoretical level for them (Hatipoğlu, 2010) as it was also one of the noteworthy findings of the current study. In his research on LAL level and development of pre-service language teachers in teacher education program in Hong Kong, Lam (2015) found that 2 LTA courses were not sufficient to effectively develop prospective language teachers' level of LAL for an educational context where language curriculum requires communicative language teaching with the use of formative assessment, yet the approach to language testing and assessment still dominates the use of summative assessment because of overly exam-oriented culture similar to Turkey. While Lam (2005) finds 2 LTA courses insufficient, it can be inferred that one single LTA course offered right before the students are about to graduate and start their profession is highly likely to fall short of achieving the program's goals with respect to LTA skills and knowledge.

Although a few ELTEC instructors emphasized that the ELTEC is an introductory course to LTA for prospective teachers to be familiar with the concepts, and they need to gain experience in LTA practices on the job to improve their skills, research provides counter-evidence for this. To illustrate, Ölmezer-Öztürk and Aydın (2018) revealed that teaching experience did not play a statistically significant role on language teachers' language assessment literacy level. In other words, providing an introductory course in LTA issues and skills at basic level just to develop a familiarity and expecting to develop and learn more about LTA practices while on the job though teaching experience is actually myth. As Ölmezer-Öztürk and Aydın (2018) show no matter how experienced an EFL teacher is, when they have not received sufficient and quality LTA training during undergraduate education, then years of teaching experience does not compensate for it.

#### **4.4. Research Question 1.3: What should be the constituents of language assessment literacy for EFL teachers in Turkey according to the ELTEC instructors?**

It is well-accepted that language teachers need to be trained on testing and assessment to possess some level of language assessment literacy because they will be engaged in selecting, constructing, administering, scoring and grading, interpreting, reporting, and improving classroom-focused assessment tools (Fulcher, 2012; Inbar-Lourie, 2008a, 2008b; Norris, 2012; Taylor, 2009), which was also underscored by Lado back in 1961 who "was keenly aware that language teachers need to know about language as well as about language testing" (Davies, 2008, p. 330). It is also possible that they are involved in choosing, developing, administering, rating, interpreting, and sharing the results of high-stakes standardized tests, and in that case they will need somewhat different level and scope of language assessment literacy training (Jeong, 2013; O'Loughlin, Pill & Harding (2013); Taylor, 2009, 2013). Then, the question is what should be the constituents or the ingredients of language assessment literacy for EFL teachers.

Scrutiny of literature on teacher educators and teacher education programs also reveals that teacher educators design and teach their courses in line with the training they have received in their undergraduate and graduate education as well as their own beliefs and conceptualizations they have formed by means of expertise and experience in teaching. In other words, how prospective teachers are trained in teacher education programs and the role of teacher educators in shaping their teaching and assessment skills. In universities in Turkey, although CoHE provides a brief course description for each course offered in the EL teacher education curriculum, the teacher educators are free in planning and designing the contents, how much of the course time to allocate for which contents as well as assessment procedures of the course they teach. With this in mind, one of the aims of this thesis was to investigate the ELTEC instructors'

conceptualization of language assessment literacy needed on the part of the graduates of EL teacher education programs. Therefore, they were asked to state their opinions regarding what should be the constituents of language assessment literacy for EFL teachers in Turkey because the language assessment literacy of pre-service EFL teachers will be shaped to a great extent depending on the instructors, their conceptualization of LAL for EFL teachers, and the content of the LTA course (Inbar-Lourie, 2008a).

The overall findings showed that the ELTEC instructors conceptualize language assessment literacy needed for EFL teachers as a phenomenon that is composed of 4 inter-related components as can be observed in Figure 4.1: (1) subject content knowledge and pedagogical content knowledge, (2) a good command of theoretical knowledge of testing and assessment, (3) principled-skills of testing and assessment applications, and (4) critical assessment skills.

Almost all of the ELTEC instructors (n.19) emphasized the subject content knowledge and pedagogical content knowledge as the baseline of LAL. They stated that pre-service EFL teachers cannot really comprehend the foundation of LTA and apply them without having taken subject content knowledge courses such as linguistics, language acquisition, and contextual grammar and so on, and pedagogical content knowledge courses such as methods, approaches, and techniques in ELT, teaching language skills, teaching English to young learners, methodology of language teaching, and materials development, adaptation, and evaluation. In a way, these courses were stated to be the pre-requisite of the ELTEC for a successful and effective training of language assessment literacy for prospective EFL teachers. Moreover, 2 ELTEC instructors highlighted the significance of the prospective EFL teachers' own language proficiency reporting that without high proficiency in the language, they would fail in developing valid and reliable test construction and scoring the students exam papers. As can also be observed in Shohamy's (2008) description, as an interdisciplinary field, language testing and



assessment "build on theories and definitions provided by linguistics, applied linguistics, language acquisition and language teaching as well as on the discipline of testing, measurement and evaluation and uses these disciplines as foundations for researching, theorizing and constructing valid language tools for assessing and judging the quality of language used" (p.xiii).

Second component of LAL for EFL teachers was found to be a good command of theoretical knowledge of testing and assessment. As can be seen in Table 4.10, all of the instructors emphasized that the prospective EFL teachers should be equipped with a solid understanding of basic principles of language testing such as validity, reliability, backwash effect, and authenticity, test types, and theoretical aspect of assessing each language skill and area discretely and integratively to be language assessment literate teachers.

Moreover, almost all of the ELTEC instructors mentioned the knowledge of different question types/test items to assess language skills and areas and basic knowledge of statistical concepts and analysis (n.19) as other core ingredients of the theoretical knowledge component of LAL. However, among these 19 ELTEC instructors, 12 also reported that the graduates of EL teacher education programs do not need to know detailed advanced theoretical knowledge of statistics because they often work as classroom teachers in state and/or primary, secondary, and high schools so that they will not be responsible for constructing or analyzing standardized tests using item difficulty and item discrimination tests. What they argued about the level of knowledge regarding statistics was that prospective EFL teachers need to be familiar with the basic statistical concepts that can be used to interpret test results such as mean, mode, median, percentile and basic and common item analysis and item discrimination tests to analyze test items.

Table 4.10

*Frequency related to constituents of theoretical knowledge component of LAL*

<b>Constituents of the theoretical knowledge of testing and assessment</b>	<b>frequency</b>
1. principles of testing (validity, reliability, backwash effect, authenticity)	21
2. test types	21
3. assessing language skills and areas	21
4. question/item types	19
5. statistical concepts and analysis	19
6. awareness of the interface between teaching and testing	17
7. types of testing	14
8. major terminology	13
9. alternative assessment tools	12
10. reliable scoring	10
11. understanding test results	7
12. approaches to testing	5
13. CEFR Background and proficiency descriptors	5
14. ethics of testing	2

As another significant constituent of theoretical knowledge of LAL, 17 ELTEC instructors pointed out high level of awareness of how teaching and testing are interrelated. In other words, instructors stated that prospective EFL teachers should develop an awareness regarding intertwined nature of teaching and testing, and therefore, how significant contributions testing and assessment make to teaching and learning in the class.

The knowledge of type of testing (n.14), major terminology of language testing and assessment (n.13), and alternative assessment methods (n.12) were among the key concepts and topics which were reported by more than half of the ELTEC instructors for language assessment definition for EFL teachers. Knowledge of reliable scoring was also listed by 10 ELTEC instructors as the necessary theoretical knowledge component of LAL for EFL teachers. Although the numbers were less, the ELTEC instructors also reported that the pre-service EFL teachers should have a good command of how to interpret test results (n.7), different approaches to testing (n.5), CEFR background and proficiency descriptors (5), and ethical issues of testing and assessment (n.2) to be language assessment literate EFL teachers so that they can carry out effective and quality language testing and assessment-related activities in their

jobs. The findings of study revealed that the third component of LAL for prospective EFL teachers was principled-skills of assessment applications which were mentioned as the ability to put the theoretical knowledge of LTA into practice sticking to the key principles of language testing and assessment. As displayed in Table 4.11, all of the ELTEC instructors were in agreement that to be language assessment literate, prospective EFL teachers should possess the skills of developing valid, reliable achievement tests for assessing language skills and areas as well as skills to write different types of questions/test items appropriate to the purpose. In addition to this constituent of principled-skills of assessment applications, all of the teacher educators also reported that pre-service EFL teachers should be able to apply various testing and assessment methods appropriately considering the age and proficiency level of the students.

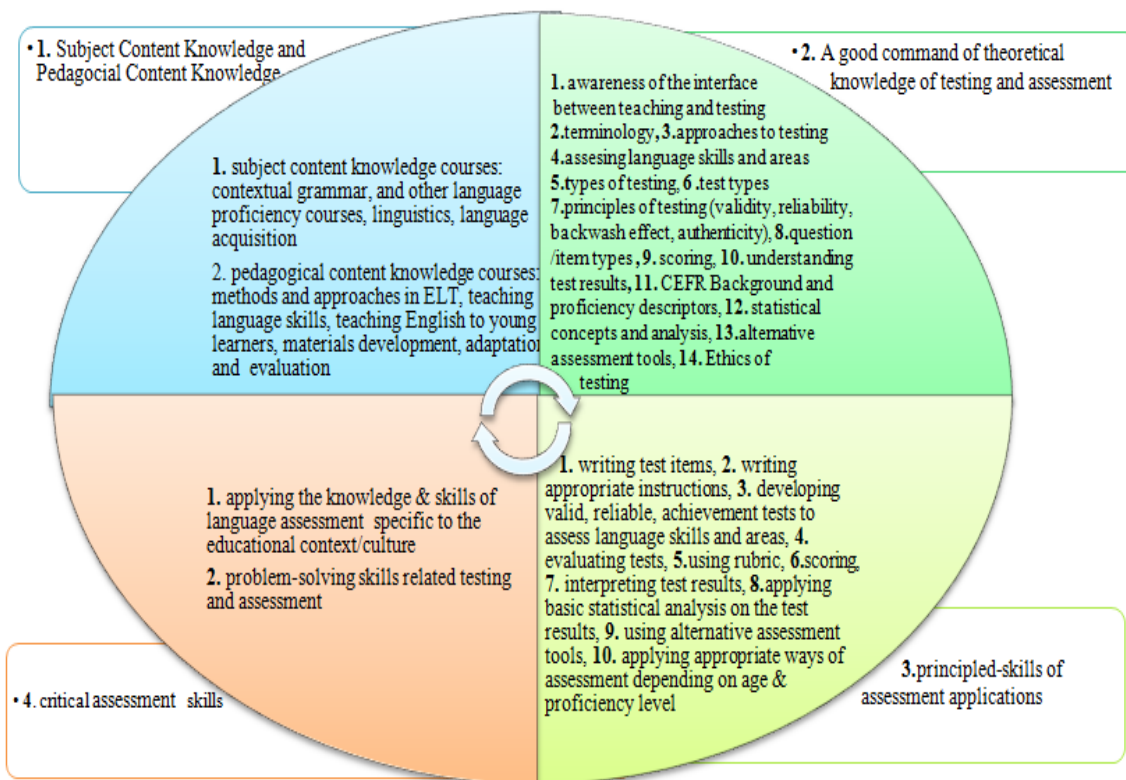
Table 4.11  
*Frequency related to constituents of principled-skills of assessment applications component of LAL*

<b>Constituents of the principled-skills of assessment applications</b>	<b>frequency</b>
1. developing valid, reliable achievement tests for language skills and areas	21
2. applying appropriate ways of assessment depending on age & proficiency level	21
3. writing different question/ test item types	21
4. using alternative assessment tools	12
5. scoring	10
6. using rubric	9
7. applying basic statistical analysis on the test results (item difficulty and discrimination)	7
8. interpreting test results	7
9. evaluating tests	6
10. writing appropriate instructions	3

Furthermore, the skills to use alternative assessment methods were stated among the key constituents of LAL for prospective EFL teachers by slightly more than half of the ELTEC instructors (n.12). Some of these participants laid emphasis on the change in the trends of testing and assessment by stating that

assessment is no longer carried out by only formal pen and paper exams, but with a wide range of alternative assessment tools such as self-and peer assessment, portfolio, learner diary, graffiti walls, student conference etc where teachers provide constant feedback to contribute to students' learning. The skills to score students' exam papers (n.10), utilize an appropriate rubric while scoring (n.9), analyzing tests scores using basic statistical tests of item difficulty and item discrimination to determine the difficulty and appropriateness of test items (n.7), and interpreting test scores (n.7) were also expressed among the principled-skills of assessment practices that prospective EFL teachers need to possess in order to become language assessment literate teachers. Finally, 6 ELTEC instructors stated that a language assessment literate EFL teacher should be able to analyze and evaluate language tests and find the problems to make corrections on the tests while 3 ELTEC instructors also noted that being language assessment literate requires prospective EFL teachers to have the skills to write accurate and appropriate instructions for the tasks and questions in the tests.

One significant finding related to the necessary constituent of LAL for prospective EFL teacher emerged from the data was the component of critical assessment skills. In other words, besides the core theoretical issues and concepts of LTA and the principled-skills of language testing and assessment practices, as exhibited in Table 4.12, 12 ELTEC instructors underscored using the skills of testing and assessment by critically analyzing the specific educational context and the culture and act



**Figure 4.1** The constituents of Language Assessment Literacy of EFL teachers according to the ELTEC instructors

accordingly, which requires a lot more than learning the theoretical basis of LTA and use it by rote. Moreover, as another constituent of critical assessment skills component, 8 ELTEC instructors reported that the concept of language assessment literacy for EFL teachers also necessitates employing testing and assessment knowledge and skills in order to be able to practically and effectively solve the problems at hand considering the social and cultural dimensions affecting the educational decisions in their context.

This finding can be explained though the contextual features of educational institutions of the graduates of EL teacher education programs in Turkey. They have a diverse and wide scale of work contexts ranging from kinder garden to preparatory schools of universities in different regions of Turkey.

Table 4.12

*Frequency of the constituents of critical assessment skills component of LAL*

<b>Constituents of critical assessment skills</b>	<b>frequency</b>
1. applying the knowledge & skills of language assessment specific to the educational context/culture	12
2. problem-solving skills related testing and assessment	8

The critical assessment skills component of LAL as emerged from the ELTEC instructors' conceptualization of LAL for EFL teachers corroborates some of the prominent researchers in the field of LTA (e.g., Inbar-Lourie, 2008b, 2013; Malone; 2008, 2013; O'Loughlin, 2013; Pill & Harding, 2013; Taylor, 2009, 2013) who argue that one of the prominent constituent of language assessment literacy is to act and think critically and evaluate the actions and decisions in every phase of language assessment practices.

Overall, when the frequencies of the LTA topics and skills mentioned by the ELTEC instructors as the key ingredients of the construct LAL for EFL teachers, it can be inferred that ELTEC instructors believe prospective EFL teachers should first have strong background in subject content knowledge and pedagogical content knowledge as the baseline of LAL. Second, they think that EFL teachers should know principles of testing (validity, reliability, backwash effect, authenticity), test types, how to assess language skills and areas using appropriate question/item types, and basic statistical concepts and analysis as well as interface between teaching and testing in terms of theoretical knowledge of testing and assessment component of LAL. With respect to principled-skills of assessment applications component of LAL, instructors are in the opinion that EFL teachers should definitely have the skills of developing valid, reliable achievement tests for assessing language skills and areas depending on the age and proficiency level of the learners, applying appropriate ways of assessment in relation to age and proficiency level of the student, and writing various question/ test item types to assess various language skills. Finally, half of the instructors highlight the need for having the critical

assessment skills considering the societal and cultural elements that can impinge upon their assessment activities.

However, not many ELTEC instructors mentioned other LAL constituents such as knowledge of test types, approaches to testing, major LTA terms, alternative assessment tools, scoring, CEFR, ethics of testing, and skills of appropriately using and creating alternative assessment tools, scoring, using rubric, interpreting test results, and evaluating tests as the core ingredients for LAL development of EFL teachers; however, these were reported among the required concepts and skills of LTA for language teachers by Fulcher (2012), Brown and Bailey (2008), Inbar-Lourie (2008b, 2013); Malone (2008, 2013), O'Loughlin(2013) and Taylor (2009).

#### **4.5. Research Question 1.4: How do the ELTEC instructors plan, teach, and assess in the ELTEC?**

In order to respond to the research question as to how the ELTEC instructors plan, teach, and assess in the ELTEC, the data coming from semi-structured interview with the ELTEC instructors and the ELTEC syllabi were triangulated in the analysis process.

A syllabus is prepared as a guideline for the instructors themselves and as an important course document where students and other stakeholders see and follow what and when the students will learn, what they are expected to be doing throughout the course, main and supplementary course materials and reference books as well as how their performance in the course will be assessed. Therefore, the course syllabi together with the individual interviews with the ELTEC instructors themselves are believed to yield valuable and more detailed and enlightening data regarding LAL training of the pre-service EFL teachers in the ELTEC in EL teacher education programs in Turkey.

In the rest of this part, the results are presented and discussed under the following categories in order to thoroughly answer the research question step by step:

- (1) the name given to the ELTEC
- (2) ways of determining the content of the ELTEC
- (3) learning objectives of the ELTEC
- (4) topics covered in the ELTEC
- (5) how to teach the ELTEC
- (6) main and supporting course materials
- (7) assessment methods used in the ELTEC

#### **4.5.1. Names given to the ELTEC**

The analyses of the ELTEC syllabi and course catalogues of all EL teacher education programs available on their department websites exhibited that 6 different names were used to entitle the ELTEC. The differences arise from the various combinations of the terms "measurement", "testing", "assessment" and "evaluation". Of 61 ELT Programs offering the ELTEC, 47 entitled the course either as English Language Testing and Evaluation, Testing and Evaluation in ELT, or Foreign Language Testing and Evaluation and Testing and Evaluation in FLT. While 5 EL teacher education programs preferred the title Assessment and Evaluation in Foreign Language Learning or Assessment and Evaluation in ELT, 5 other used English Language Measurement and Evaluation, Measurement and Evaluation in ELT or Measurement and Evaluation in TEFL to refer to the ELTEC. However, 2 EL teacher education programs entitled the course as either Language Assessment or Assessment in ELT using the "assessment" as an umbrella term. Finally, 1 EL teacher education program preferred the name Language Testing and Assessment whereas 1 other program used Language Testing for the ELTEC.



Table 4.13

*The Frequency of the names given to the ELTEC in ELT Programs in Turkey*

	Frequency	Percent
1. English/Foreign Language Testing and Evaluation/ Testing and Evaluation in ELT/FLT	47	77
2. English/Foreign Language Measurement and Evaluation/Measurement and Evaluation in ELT/Measurement and Evaluation in TEFL/FLT	5	8
3. Assessment and Evaluation in Foreign Language Learning/ELT	5	8
4. Language Assessment/Assessment in ELT	2	3
5. Language Testing and Assessment	1	2
6. Language Testing	1	2
Total	61	100

As for the names given to the general measurement and evaluation course (MEC) in EL programs in Turkey, out of 59 ELT programs (4 do not offer any measurement and evaluation course), 47 entitled the course as either "Measurement and Evaluation" as suggested by CoHE or "Measuring and Evaluating" (80%) while 5 used either "Testing and Evaluation" or "Testing and Evaluation in Education" (8%). The rest of the EL teacher education programs, on the other hand, used either "Measurement or Assessment in Education" (n.4; 7%) or "Assessment and Evaluation" (n.3; 5%).

Table 4. 14

*Frequency of different names given to the General Assessment Course in the program*

	Frequency	Percent
1. Measurement and Evaluation/Measuring and Evaluating	47	80
2. Testing and Evaluation/Testing and Evaluation in Education	5	8
3. Measurement and Assessment in Education	4	7
4. Assessment and Evaluation	3	5
Total	59	100

It might be concluded that the frequent use of "testing", "evaluation", and "measurement" to entitle the ELTEC and MEC reflects that the ELTEC tends to focus and cover mostly traditional testing methods and techniques from the perspective of "assessment of learning" in EL teacher education programs in Turkey. As argued by Inbar-Lourie (2008b), the terms included in the names given to LTA-related courses such as "testing", "measurement", and "evaluation" represent the view of assessment as a tool for summative evaluation of how much of the course objectives the learners have achieved, she puts such understanding and approach under the category of testing culture. On the other hand, when and if LTA-related courses include the term "assessment", they represent the tendency to adopt the perspective of assessment for learning reflecting assessment culture (Inbar-Lourie, 2008b) or "AfL Mindset" as proposed by Birenbaum (2014, 2016).

#### **4.5.2. Determining the content of the ELTEC**

To respond to the fourth research question, second, the ELTEC instructors were asked to explain how they determine the content of the course to decide on the topics of each week of instructional period in the syllabus.

The findings revealed seven different ways that the ELTEC instructors utilized to determine which topics to include in the ELTEC. As shown in Table 4.15, the most frequently mentioned method of deciding the topics for the course was using the contents of the course-book selected as the major course material (n.14). Among these 14 ELTEC instructors, 6 reported that they directly follow the contents of the course-book. In other words, course-books become their syllabus for the course as can be seen in the following quotation.

**Instr.4:** *"I use Heaton's book. I directly follow the contents of that book".*

The rest of the instructors using the course-book to decide on the topics of the ELTEC stated that they determined the content of the ELTEC by combining the methods in different ways. For example, they added the core concepts required to develop LAL of pre-service EFL teachers if the course-book did not cover them as can be seen the quotation from the responses of the instructor 8 below.

**Instr.8:** *"I collected all of the books related to language testing in the market and compiled the best chapters of these books and prepared a course-pack for the students. I also chose a few articles about assessing pronunciation because there weren't enough examples about this. We go over the example questions and discuss them together with the students".*

Or they made additions to the topics in the course-book looking at the contents in the course description provided by CoHE in the EL teacher education curriculum as well as doing a needs analysis at the beginning of the term as explained in detail in the following quotation.

**Instr.10:** *"I looked at the course description given by CoHE. I thought about what the graduates will need. Then, I examined the available language testing books, and looked for a book with clear explanations and good examples. I was going to use Heaton, but it didn't have a new edition, so I decided to use Hughes' Testing for Language Teachers. And I also liked that it also has a chapter about basic statistical terms. And there is this book by Coombe et al. There are some good tasks in this book and we do these tasks with the students in the class".*

Moreover, ELTEC instructors mentioned that they both added the missing topics that are listed as core essential topics in the related literature and that they took previously used ELTEC syllabi as an example to prepare their own. One of the instructors also highlighted that in addition to using the course-book as baseline, they followed the research in the field of LTA, considered what the prospective EFL teachers will need when they start working, and also reflected

their academic and professional background in the process of topic selection for the course.

**Instr.20:** *"My educational background, especially the testing course I took during my undergraduate education guided me to determine the content of my course. Actually, both my educational and professional backgrounds were determinant in the planning stage. I worked as an EFL teacher at tertiary level before working as an academic in EL teacher education program; therefore, both my experiences as an EFL teacher and academic/educational background shaped my syllabus".*

As explained by the instructor 20 above, her educational background and teaching experiences at preparatory schools at universities in Turkey led her to plan and shape the contents of her course. More specifically, she took several advanced statistics and research design courses along with several language testing and assessment courses. It was observed in her responses regarding which topics she focused on in the ELTEC and in her syllabus that she allocated 3 weeks of instructional period to statistical concepts and analyses.

Second most commonly expressed method used for determining the content of the ELTEC was selecting core concepts and topics required as widely shown in the related literature (n.8). There was only one instructor who stated that she determined

Table 4.15  
*Distribution of how ELTEC instructors determine the content of the ELTEC*

<b>Ways of determining the topics of the course</b>	<b>Frequency</b>
1. using the contents of the course-book	14
2. selecting required core concepts	8
3.taking the course description by CoHE as departure point	6
4. doing needs analysis/considering the needs of the students	3
5. reflecting their academic and professional background	3
6. following research& developments in the field of LTA	2
7. taking previously used course syllabus as baseline	1

the content of the course by including the essentials of LTA. Two ELTEC instructors stated that besides including the core concepts, they identified the topics by also doing a needs analysis at the beginning of the term (see the quotation from the responses of instructor 9 below) and reflecting their own academic and professional background or following the recent developments in the field of LTA.

**Instr.9:** *"Generally, I have core topics in my mind that classical theories and researches also show. I include them in the syllabus. In every lesson, I carry out a needs analysis and ask students to find out how many of them want to work in primary, secondary, high schools, and universities. **Apart from must topics**, although I have already planned the whole semester, **I make changes if students need something**".*

The findings showed that to determine the content of the ELTEC, overall 6 ELTEC instructors utilized the course description given by the CoHE as a guideline for the teacher educators in EL teacher education programs. Of these 6 ELTEC instructors, 3 reported that they took this course description as baseline and added if they thought something important such as the core concepts in LTA was missing as can be clearly seen in the following quotations.

**Instr. 2:** *"The content of the undergraduate program is dictated. I look at for example the general content. Does it include, for example, principles of assessment, does it include different types of assessment, so if there is something missing, in my opinion, **I try to add some extra materials, maybe chapters, maybe some other exams, samples of exams actually**".*

**Instr.5:** *"I determine the contents of the course **by taking the course description suggested by CoHE, but I have to go beyond this**. We need to add assessing young learner because it's a different field. One needs to add on the topic of writing different item types. Besides, there are different techniques for assessing all language skills and micro skills".*

The rest of the methods used by the ELTEC instructors to decide which topics to include in their course syllabi; that's, doing needs analysis/considering the needs of the students (n.3), reflecting their own academic and professional background (n.3), following research & developments in the field of LTA (n.2), taking previously used course syllabus as baseline (n.2) were not used alone but as a complementary method to first three methods as shown in Table 4.15 and explained above.

The findings related to how the ELTEC instructors determined the topics of their courses showed they tended to be dependent on the contents of the main course book they chose for the ELTEC. A plausible explanation for this might be that both students and teachers often consider course books as "the visible heart of any ELT program", and teachers perceive them to be the route map (Sheldon, 1988).

This key finding brings up the question of which course book(s) are selected and utilized by the ELTEC instructors because if a considerable number of ELTEC instructors determine and plan the content of their courses on the basis of their course book, such pedagogical tendencies generate expectations regarding what a course book should contain to effectively develop pre-service EFL teachers LAL. Therefore, it is crucial to investigate the major course books employed in the ELTEC.

Taylor (2013) and several other researchers such as Jeong (2013), O'loughlin (2013), Pill and Harding (2013), and Rea-Dickins (1997) rightly suggest taking a more discriminating approach to LAL and particular range and depth of LTA expertise that is especially beneficial and effective in managing and successfully achieving the selection of the content or input that will fit to needs of particular groups. Thus, it can be suggested for the ELTEC instructors to consider what LTA practices the prospective EFL teachers will be involved in when they are certified to work as EFL teachers in the specific context of

education as well as follow the recent research on LAL development of pre-service EFL teachers because discussion of LAL needs to be considered with reference to current assessment developments (Jing & Zonghui, 2016, p. 19).

#### **4.5.3. Course materials used in the ELTEC**

In order to thoroughly investigate how the ELTEC is planned and taught by the ELTEC instructors, during the interview they were asked which sources they used as major and secondary or complementary course materials in the ELTEC, and the ELTEC syllabi were also analyzed in this respect. Put it differently, the triangulated dataset coming from the interview responses of the 21 ELTEC instructors and the course syllabi used by these instructors as well as other ELTEC instructors in the EL teacher education programs in Turkey (n. 34) were examined (n.43 in total) in terms of which books were used as the major sources for the ELTEC, whether any reference books were suggested for further reading and guidance. Moreover, the data were also analyzed to find out if the ELTEC instructors included any articles among the reading materials that the pre-service EFL teachers were expected to read as a course requirement as well as any suggestions for websites to do further readings and practices related to the course contents.

The analyses of the interview data and the ELTEC syllabi demonstrated 70 different books used either as main course books or supplementary sources or as further reading sources listed as reference books for the students in the syllabi as shown in Table 4.16. Out of these 70 books, 36 were listed only by one of the ELTEC instructors while 19 were included in the ELTEC syllabi by 2 of the ELTEC instructors as shown in Table 4.16. The list of the books used by the ELTEC instructors as the main and secondary required course books and optional reading sources reveals a great deal of diversity supplied to the prospective EFL teachers. When compared to the results of a survey of

language testing courses by Bailey and Brown (1996) where they uncovered a list of 32 different textbooks, and the findings of the same survey carried out in 2007 by Brown and Bailey where they found a list of 29 textbooks in use, it is seen that after 11 years, the preferences of the language testing instructors for language testing textbook have almost doubled.

The findings revealed that the most frequently used course book either as main course book or supplementary books is "Testing for language teachers" by Hughes with a total number of 28 ELTEC instructors as voiced by one of the ELTEC instructors below. When examined in detail, it was found out that 16 ELTEC instructors utilized its earlier edition published in 1989 while 12 used the second edition published in 2003.

**Instr.20:** *"....I use Hughes. I think the book by Hughes is appropriate at undergraduate level. I follow the contents of the book...."*

Second most commonly used LTA course book was "Writing English Language Tests" by Heaton (n.23). Similarly, there were ELTEC instructors who were following the earlier versions of the book published in 1975 or 1977 (n.6) and the second edition published in 1989 or 1990. Third, 21 ELTEC instructors used the book "Language assessment: principles and classroom practices" by Brown, H. D published in 2003 or 2004 either as the main course book or supplementary book in the ELTEC while 9 ELTEC instructors utilized "Techniques in testing" by Madsen an old but one of the classical LTA books as a complementary course book assigning the students to read several chapters from the book.

In addition to these commonly used course books, it was found out that the ELTEC instructors preferred to use "A Practical Guide to Assessing English Language Learners" by Coombe et al. (2007) (n.6), "Language Testing in Practice: Designing and Developing Useful Language Tests" by Bachman and



Palmer (1996) (n.5), "Classroom-Based Evaluation in Second Language Education" by Genese and Upshur (1998) (n.5), "Fundamental considerations in language testing" by Bachman (1990) (n.5), "Communicative language testing" by Weir (1990) (n.5), "Language Assessment: Principles and classroom practices" by Brown and Abeywickrama (2010) (n.2), "Language testing and assessment: an advanced resource book" by Fulcher and Davidson (2007) (n.2), and "Assessment in the Language Classroom" by Cheng and Fox (2017) (n.1) either as main textbook or supplementary books for students to read several chapters for certain topics of LTA. What was common to these course books was that all were found to be included in the required reading list specified in each week of instructional period in the syllabi.

The rest of the books listed in Table 4.16 was found to be used either as supplementary books in the sense that the ELTEC instructors selected several chapters they found relevant and useful for certain topics or as sources for further readings in the reference list.

In his review of the primary course books utilized to teach language testing and assessment published between 1960 and 2008, Davies (2008) demonstrated the varying training trends and approaches of these books in LTA. He identified a consistent expansion of foci from major technical testing expertise (the how-to), to knowledge of language testing and assessment (the what), and towards core principles and criteria of language testing and assessment such as validity, reliability, fairness, and ethical issues. That's to say, he described the present paradigm among the course books to teach language testing and assessment as a combination of skills + knowledge + principles as in the following:

Skills provide the training in the necessary and appropriate methodology, including item-writing, statistics, test analysis, and increasingly software programs for test delivery, analysis and reportage. Knowledge offers relevant background in measurement and language description as well as in context setting. Principles concern

the proper use of language tests, their fairness and impact, including questions of ethics and professionalism (Davies, 2008, p.335).

Davies (2008) also made a three-way distinction among the materials produced for teachers: (1) **teachers' resources** such as books, videos, and computer software serving as a sort of library for teachers to inform them or to support their instruction, (2) **textbooks** with an intentional pedagogic perspective primarily for teachers to develop themselves professionally, finally (3) **practical manuals** standing at the how-to end of the continuum.

Accordingly, Hughes (1989, 2003 2<sup>nd</sup> ed.), Heaton (1975 1<sup>st</sup> ed., other publications 1977, 1989, 2003), Madsen (1983), Genese and Upshur (1998), and Fulcher and Davidson (2007) were considered in the textbook and practical manuals categories of materials by Davies (2008). Moreover, he further defined the Genese and Upshur (1998) as the closer to the practical manual end of his textbook category concerning primarily on classroom-based assessment while characterizing Fulcher and Davidson (2007) as the second thorough language testing textbook after Lado (1961) adopting both skills + knowledge + principles approach.

Although Brown, H.D. (2003, 2004), Coombe et. al (2007), Brown and Abeywickrama (2010), and Cheng and Fox (2017) were not among the books examined by in Davies' review, in line with his analysis and categories he described, these books can also be considered as materials than can serve as textbooks and practical manuals in language testing and training of language teachers. On the other hand, Bachman and Palmer (1996), Bachman (1990), and Weir (1990) were put at the resource end of his textbook category because they brought together statistics, research design, computer programs, test construction and test analysis. Davies suggested that "they can at best be regarded as resource materials for teaching, but are not easily put directly to use in a training program (2008, p. 333).

When the most commonly used required course books in the ELTEC in Turkey are taken into consideration, it can be concluded that the ELTEC instructors tend to choose the books that exhibit the features of textbooks and practical manuals that can be used to train language teachers on language testing and assessment, yet some of them with more focus on theoretical aspect of language testing and assessment.

Of these commonly utilized textbooks, only 2 books by Hughes (1989) and Madsen (1983) were common to the survey of language testing courses by Bailey and Brown (1996) whereas 4 textbooks by Bachman (1990), Bachman and Palmer (1996), H. D. Brown (new ed. 2005), and Hughes (1989, 2002) were common to the same survey conducted in 2006 by Brown and Bailey. On the other hand, other most common textbooks by Henning (1987) in the survey by Bailey and Brown (1996) and Alderson, Clapham and Wall (1995) in both surveys were used by only 1 and 2 ELTEC instructors respectively as secondary textbooks in the ELTEC in this study. Moreover, According to Davies (2008) Hughes, Bachman, Bachman and Palmer, Alderson, Clapham and Wall, and Henning were very much on the theoretical side. On the other hand, Fulcher (2012) in his large-scale research project on LAL level and needs of language teachers found out that Alderson, Clapham and Wall(1995) was reported as a clear, informative textbook and completely accessible for those new to the field of LTA while adding that topics were not dealt in detail and the chapter on statistical analysis required further support from other materials whereas Bachman (1990) was described as essential book by many informants; however, some also pointed to its overly theoretical nature and lack of practical which was a consistent result with the textbook analyses of Davies (2008). Besides, while Davies (2008) reported Bachman and Palmer (1996) as being on the theoretical side, Fulcher (2012) revealed that the language teachers found it comprehensive and practical but criticized its rather less focus on classroom-based language assessment. In addition, Hughes (1989, 2003)

revealed to be the most frequently preferred course book by the ELTEC instructors in this study was evaluated as an easy to understand textbook with a wide range of topic coverage including practical tasks; however, it was found to exclude recent topics such as integrated skills assessment, social and ethical issues of LTA and have a rather less focus on classroom-based language assessment and too much emphasis on proficiency testing and standardized language testing (Fulcher, 2012) while Davies (2008) warned the language testing instructors regarding the lack of focus on testing principles, yet stated that the book encompassed necessary knowledge and skills in language testing.

Interestingly, Heaton (1975, 1977, 1989, 1990) which deals mostly with language testing skills rather than knowledge and principles, was not among the mostly utilized textbooks by the language testing instructors participated in the same surveys carried out in two different times by Bailey and Brown (1996) and Brown and Bailey (2006). Similarly, it was not mentioned by any of the language teachers in Fulcher's study (2012).

Table 4.16

*Distribution of the books used in the ELTEC and given in the reference list in the ELTEC syllabi*

Name of the books	Frequency
1. Hughes, A. (1989). <i>Testing for language teachers</i> . New York: Cambridge University Press.	16
1.1. Hughes, A. (2003). <i>Testing for language teachers</i> . (2nd Ed.) New York: Cambridge University Press.	12
2. Heaton, J.B. (1975/1977). <i>Writing English Language Tests</i> . London: Longman.	6
2.1. Heaton, J.B. (1989/1990). <i>Writing English Language Tests</i> . (2nd Ed.) London: Longman.	17
3. Brown, H. D. (2003/2004). <i>Language assessment: Principles and classroom practices</i> . Longman.	21
4. Madsen, H.S. (1983). <i>Techniques in testing</i> . Oxford: Oxford University Press.	9
5. Coombe, C., Folse, K., & Hubley, N. (2007). <i>A Practical Guide to Assessing English Language Learners</i> . USA: The University of Michigan Press.	6
6. Bachman, Lyle F. & Palmer, Adrian S. (1996). <i>Language Testing in Practice: Designing and Developing Useful Language Tests</i> . Oxford: Oxford University Press.	5
7. Genese, F. and Upshur, J.A. (1998). <i>Classroom-Based Evaluation in Second Language Education</i> . New York: Cambridge University Press.	5
8. Bachman, L.F. (1990). <i>Fundamental considerations in language testing</i> . Oxford: Oxford University Press.	5
9. Weir, C.J. (1990). <i>Communicative language testing</i> . London: Prentice Hall.	5
10. Bailey, M.K. (1998). <i>Learning about language assessment</i> . London: Heinle and Heinle.	4
11. Davies, A. (1990). <i>Principles of Language Testing</i> . Oxford: Blackwell.	3
12. Buck, G. (2001). <i>Assessing Listening</i> . Cambridge: Cambridge University Press.	3
13. Alderson, C. (2000). <i>Assessing Reading</i> . Cambridge: Cambridge University Press.	3
14. Valette, R.M. (1977). <i>Modern language testing</i> . London: Harcourt Brace Jovanovich.	3
15. Weir, C.J. and Roberts, J. (1994). <i>Evaluation in ELT</i> . Oxford: Blackwell	3
16. Alderson, J.C., Clapham, C. & Wall, D. (1995). <i>Language test construction and evaluation</i> . United Kingdom: Cambridge University Press	2
17. Bachman, L. (2004). <i>Statistical Analyses for Language Assessment</i> . Cambridge: Cambridge University Press.	2

Table 4.116

*Distribution of the books used in the ELTEC and given in the reference list in the ELTEC syllabi-(Cont'd.)*

<b>Name of the books</b>	<b>Frequency</b>
18. Baker, D. (1989). <i>Language Testing: A Critical Survey and Practical Guide</i> . London & New York: Edward Arnold.	2
<b>19. Brown, H. D., &amp; Abeywickrama, P. (2010). <i>Language Assessment: Principles and classroom practices</i>. New York, NY: Pearson Education.</b>	<b>2</b>
20. Council of Europe (2001). Common European framework of reference for languages: Learning, teaching, assessment. <a href="https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf">https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf</a>	2
21. Cohen, Andrew D. (2001). Second language assessment. In Celce-Murcia, M. (Ed.), <i>Teaching English as a second or foreign language</i> (3rd ed.) (pp. 515-534). Boston, MA: Heinle&Heinle (TESFL).	2
22. Finocchiaro, M. & Sako, S. (1983). <i>Foreign Language Testing: A Practical Approach</i> . U.S.A.: Regents Publishing.	2
<b>23. Fulcher, G. &amp; Davidson, F. (2007). <i>Language testing and assessment: An advanced resource book</i>. Routledge.</b>	<b>2</b>
24. Haladyna, T. M. (2004). <i>Developing and Validating Multiple-Choice Test Items</i> . London: Lawrence Erlbaum Associates, Publishers.	2
25. Harris, D.P (1969). <i>Testing English as a Second Language</i> . Mc Grow Hill Book Company: New York	2
26. Heaton, J.B. (1990). <i>Classroom Testing</i> . London: Longman.	2
27. Hill C. & Perry, K. (Eds) (1994). <i>From Testing to Assessment English as an International Language</i> . Longman Group Limited: Malaysia	2
28. Luoma, S. (2004). <i>Assessing Speaking</i> . Cambridge: Cambridge University Press.	2
29. McKay, P. (2006). <i>Assessing young language learners</i> . Cambridge: Cambridge University Press.	2
30. Osterlind, S. (2002). <i>Constructing Test Items: Multiple Choice, Constructed Response, Performance and Other Formats..</i> New York: Kluwer Academic Publishers.	2
31. Read, J. (2000). <i>Assessing Vocabulary</i> . Cambridge: Cambridge University Press.	2
32. Richards, J. C. (1996). <i>Classroom-Based Evaluation in Second Language Education</i> . Cambridge: Cambridge University Press.	2
33. Underhill, N. (1987). <i>Testing Spoken Language</i> . Cambridge: Cambridge University Press.	2
34. Weigle, S. K. (2002). <i>Assessing Writing</i> . Cambridge: Cambridge University Press.	2

Table 4.16

*Distribution of the books used in the ELTEC and given in the reference list in the ELTEC syllabi-(Cont'd)*

Name of the books	Frequency
35. Cheng, L. & Fox, J. (2017). <i>Assessment in the Language Classroom</i> . London, UK: Palgrave	1
36. Aydın, S. (2008). <i>Testing and Evaluation in ELT</i> .	1
37. Bachman, L.F. and Cohen, A.D. (1998). <i>Interfaces between second language acquisition and language testing research</i> . Cambridge: Cambridge University Press.	1
38. Burgess, S. and Head, K. (2005). <i>Teach for Exams</i> . Essex: Longman.	1
39. Cameron, L. (2001). <i>Teaching Languages to Young Learners</i> . Cambridge: Cambridge University Press	1
40. Cronbach, L.J. (1984). <i>Essentials of Psychological Testing</i> (Fourth Edition). London: Harper & Row, Publishers.	1
41. Cumming, A. & Berwick, R. (Eds.) (1996). <i>Validation in Language Testing</i> . Clevedon: Multilingual Matters Ltd.	1
42. English, F. (2011). <i>Deciding What to Teach and Test: Developing, aligning, and leading the curriculum</i> . Thousand Oaks, CA: Corwin.	1
43. Farhady, H., Ja'farpur, A. and Birjandi, P. (1994). <i>Testing Language Skills from Theory to Practice</i> . SAMT, Tehran	1
44. Flavel, R. H. (1983). <i>A Language Testing Handbook</i> . London : Macmillan Press.	1
45. Freedle, R. O. & Duran, R. P. (Eds.) (1987). <i>Cognitive and Linguistic Analysis of Test Performance</i> . Norwood, New Jersey: Ablex Publishing Company.	1
46. Hamp-Lyons, Liz. (1991). <i>Assessing Second Language Writing in Academic Context</i> . Norwood, New Jersey: Ablex Publishing Corporation.	1
47. Hancock, C. (1994). <i>Teaching, Testing, and Assessment</i> . Lincolnwood: National Textbook Company.	1
48. Harley, Birgi, Patrick Allen, Jim Cummins & Merrill Swain (Eds.) (1990). <i>The Development of Second Language Proficiency</i> . Cambridge: Cambridge University Press.	1
49. Harrison, Andrew. (1983). <i>A Language Testing Handbook</i> . London: Modern English Publications.	1
50. Henning, G. (1987). <i>A Guide to Language Testing: Development, Evaluation, Research</i> .	1
51. Hopkins, K. D. (1998). <i>Educational and Psychological Measurement and Evaluation</i> . Boston: Allyn & Bacon. (Item Analysis for Classroom Tests (pp. 254-272)).	1

Table 4.116

*Distribution of the books used in the ELTEC and given in the reference list in the ELTEC syllabi -(Cont'd.)*

Name of the books	Frequency
52. Hughes, A. (Ed.) (1988). <i>Testing English for University Studies</i> . Oxford: Modern English Publications & British Council.	1
53. Hughes, A. & Porter, D. (Eds.) (1983). <i>Current Developments in Language Testing</i> . London & New York: Academic Press.	1
54. Kopriva, R. J. (2008). <i>Improving Testing for English Language Learners</i> . New York & London: Routledge.	1
55. Kunnan, A.J. (Ed.) (2000). <i>Studies in language testing 9: Fairness and validation in language assessment: Selected papers from the 19th language testing research colloquium, Orlando, Florida</i> .	1
56. Linn, R.L. (Ed.) (1989). <i>Educational Measurement (3rd Ed.)</i> . American Council on Education & Macmillan Publishing.	1
57. Lowe, P. J. & Stansfield, C. W. (Eds.) (1988). <i>Second Language Proficiency Assessment: Current Issues</i> . Englewood Cliffs, New Jersey: Prentice Hall Regents.	1
58. McNamara, T. (1996). <i>Measuring Second Language Performance</i> . Malaysia: Longman	1
59. McNamara, T. & Roever, C. (2006). <i>Language Testing: The Social Dimension</i> . Blackwell Publishing. pp. 43-79.	1
60. McNamara, T. (2014). <i>Language testing</i> . Oxford: Oxford University Press.	1
61. McNamara, T. (2005). Language Testing. In Davies, A. & Catherine, E. (Eds.) <i>The Handbook of Applied Linguistics</i> . Blackwell Publishing.	1
62. Nitko, J. A. (1983). <i>Educational tests and measurement: An introduction</i> . New York: Harcourt Brace Jovanovich.	1
63. Oller, J. W., Chesarek, S. & Scott, R. (1991). <i>Language and Bilingualism More Tests of Tests</i> . Bucknell University Press.	1
64. Thorndike, R. M. & Thorndike-Christ, T. (2010). <i>Measurement and evaluation in psychology and education</i> . Boston: Pearson. (pp. 275-318). Chapter Title: Principles of Test Development.	1
65. Weir, C. J. (2005). <i>Language Testing and Validation</i> . Palgrave. (Chapter 8, Response Formats; pp. 119-176)	1
66. Weir, C. (1993). <i>Understanding and Developing Language Tests</i> . Prentice Hall.	1
67. Valdes, G. & Figueroa, R. A. (1994). <i>Bilingualism and Testing: A Special Case of Bias</i> . Norwood, New Jersey: Ablex Pub.	1
68. Wainer, H. & Braun, H. I. (1988). <i>Test Validity</i> . London: Lawrence Erlbaum Associates, Publishers.	1
69. Woods, A., Fletcher, P. & Hughes, A. (1986). <i>Statistics in Language Studies</i> . Cambridge: Cambridge University Press.	1
70. Cohen, A. (1994). <i>Assessing language ability in the classroom. (2nd Ed.)</i> , Boston. Heinle & Heinle.	1

\* Books in bold refer to the ones used as required course books in the ELTEC.



Davies (2008) suggested that language testing instructors employ iconic texts published for some time encompassing not only knowledge + skills but also principles as well such as Lado (1961), Allen and Davies (1977), Hughes (1989), Bachman (1990) Alderson, Clapham and Wall (1995), Bachman and Palmer (1996), Mark My Words (1997), the ILTA Video FAQs (Fulcher & Thrasher, 1999, 2000), the Dictionary of language testing (Davies et. al, 1999), McNamara (2000), Davidson and Lynch (2002), Weir (2005), McNamara and Roever (2006), and Fulcher and Davidson (2007).

Furthermore, more contemporary developments can be observed in the sources by Pennycook (2001) and Shohamy (2001) especially for test usefulness and ethical issues, which are widely utilized and consulted in teaching of language testing and assessment in teacher education programs (Davies, 2008). These sources were also highly recommended for students and teachers learning and teaching language testing and assessment so that they develop high level of awareness related to what exactly they are engaged in and how powerful the results of testing can be on people's lives.

Although it was not among the interview questions or the aims of this study, while analyzing the interview data the criteria that the ELTEC instructors followed when choosing the course books for the ELTEC emerged. Because it was revealed in this study that ELTEC instructors tended to follow the contents of the course book as their syllabus, they stated that they were especially cautious about which book to select for the ELTEC. These criteria can also be interpreted as the ELTEC instructors' expectations from the LTA course books to be utilized in the ELTEC. First criterion they reported was the clarity and the appropriateness of the language of the book to the level of undergraduate students (n.6). They maintained that since the ELTEC is already a theoretically and technically complex course, the explanations in the book should be as clear as possible. This finding is important in that ELTEC instructors consider pre-service EFL teachers' suggestion that the instructors choose LTA course books

that explain the LTA concepts and topics with a clear and simple language so that students can easily follow because the pre-service EFL teachers called for an attention to the choice of the course books and other reading texts in the ELTEC since they found the language of these texts quite difficult and complex (Hatipoğlu, 2015a).

Second, ELTEC instructors mentioned that they looked for the classical and well-known authors in the field of LTA (n.3), and selected the book(s) with the most comprehensive coverage and practical tasks and exercises (n.5). Moreover, almost all of the ELTEC instructors with 4 exceptions had the opinion that one course book is never sufficient to cover the required core concepts of LTA, therefore, they argued that a compilation from several LTA books is inevitable.

The results of this thesis regarding the course book criteria followed by the ELTEC in the textbook selection mostly corroborate the findings of Fulcher (2012) who revealed that language teachers generally preferred LTA textbooks which were light on theoretical aspects of LTA with clear explanations on the concepts; practical know-how guidance as well as a balanced approach to teach classroom-based language assessment and large scale standardized testing with examples of practical applications. This particular expectation of the language teachers regarding the need for large scale standardized language testing can be attributed to the existence of the informants with other language testing and assessment responsibilities as test writers although in this particular thesis the ELTEC instructors typically emphasized that prospective EFL teachers in Turkey will often be expected to apply classroom-based language assessment in Turkey. Furthermore, when the language teachers were asked about their particular LTA textbooks, Fulcher (2012) uncovered that they expected provision of a list for useful further reading materials, a glossary for the terms, practical activities at the end of the chapters as well as beneficial online resources with links to interesting websites, and tasks.

Apart from the course book preferences as course materials, as can be seen in Table 4.17, the analyses of the triangulated data coming from the interviews with the ELTEC instructors and the ELTEC syllabi revealed that various supplementary materials employed in the course or provided in the syllabi.

Table 4.17  
*The Frequency of the supplementary materials provided and used by the ELTEC instructors in the ELTEC*

	<b>Yes freq.</b>	<b>No freq.</b>	<b>Total freq.</b>
1. Reference book list for further reading	23	20	43
2. Selected articles	15	28	43
3. Sample tests and test items	10	33	43
4. Websites	5	38	43
5. Selected Videos from YouTube	2	41	43
6. Handbook of Cambridge Standardized tests	1	42	43

First, the general findings showed that slightly more than half of the ELTEC syllabi (n.23) had a section where a list of several course books were suggested as further readings to be consulted by the students when needed. In other words, in addition to the major course-book(s), the ELTEC instructors provided a separate section in the course syllabus where the pre-service EFL teachers can find books when and if they want to do further readings on the topics they learnt or use while carrying out their test construction and/or item writing projects and assignments.

Moreover, the results also showed that out of 43, 15 ELTEC instructors and syllabi made use of articles as required readings in the ELTEC and included them in the list of weekly readings in addition to the main course book(s) to complement and/or enrich the materials that the pre-service EFL teachers are assigned to read.

**Instr.8:** *"...There are several articles in the course-pack I prepared. I ask students to read article, and in the class I assess whether they have read the article or not by asking questions related to the terms during lecturing".*

During the interview, the ELTEC instructors reporting that they did not prefer using articles as necessary readings with pre-service EFL teachers in undergraduate education explained their preference with the students' lack of reading habits (n.11) as shown in the quotation from the responses of the instructor 11 below, and/or lack of sufficient amount of academic maturity to comprehend the articles (n.6) as well as lack of time for additional readings and discussions on these articles in the class (n.5).

**Instr.11:** *"I often observe that instructors give various books, chapters, lots of readings for students. I can't assign them with that much reading, because they don't read. I want to give as much as they can read and delve into the things they have read. To me, it is not realistic to assign them to read 10 pages from a book, 40 pages from another".*

Apart from the articles as supplementary course materials, 10 ELTEC instructors were found to utilize samples of published national and international language proficiency tests such as YDS (Foreign Language Proficiency Test administered in Turkey), IELTS, TOEFL; Cambridge English Tests for young learners such as Starters, Movers, and Flyers. The ELTEC instructors stated that they brought sample tests and/or items from these tests to analyze them and discuss the principles of LTA and how to write test items.

**Instr.8:** *"I sometimes ask students to bring sample questions or tests, say, about assessing vocabulary; they bring samples by noting down the references, of course.....".*

The results also uncovered that although very few, 5 ELTEC syllabi included websites for further practice and readings related language testing and assessment. These websites were added to the ELTEC syllabi under the list of

reference book lists as useful links such as [www.esl-lab.com](http://www.esl-lab.com), [www.virtualteacher.com.au](http://www.virtualteacher.com.au), and [www.esl-lab.com](http://www.esl-lab.com). In addition, the ELTEC instructors added links to certain well-known journals in the field of ELT and LTA such as ELT journal, Language Testing, and Language Assessment Quarterly to enable the pre-service EFL teachers to acquire the habit of consuming research related to language testing and assessment to be aware of the developments in the LTA worldwide. Furthermore, via further reading lists and prestigious and trustworthy journals related to the LTA, a few ELTEC instructors called attention to their goal to develop prospective EFL teachers' autonomous learning skills so that they can continue their professional development knowing where to find the knowledge when they start their teaching profession as well.

Finally, selected videos from YouTube related to the topic of the instructional week (n.2), handbook of Cambridge standardized tests (n.1) were found to be used by the ELTEC instructors as two other additional sources in the ELTEC.

The overall analyses of the course materials used in the ELTEC as reported by the ELTEC instructors and shown in the ELTEC syllabi revealed that out of 43 ELTE courses, in 21 the ELTEC instructors organized their weekly required reading materials and contents in such a way that the prospective EFL teachers had the opportunity to read concepts and topics of LTA from the chapters of various books and articles as well. Out of the 21 instructors planning and teaching the ELTEC using multiple resources, 6 stated that they selected and compiled chapters from the well-known good LTA books and useful articles, and produce a course pack for the students because they highlighted their negative experiences that students often forgot the books or articles or they grew anxious that they needed to read the whole book. On the other hand, the rest (n.22) only expected the students follow the contents of the course from a book chosen as the main course book for the course either with or without supporting their lectures from various LTA books.

#### **4.5.4. Learning objectives of the ELTEC**

In order to respond to the research question as to how the ELTEC instructors plan, prepare and teach the ELTEC, the learning objectives of the ELTEC as specified in the ELTEC syllabi and reported by the ELTEC instructors during the interviews were triangulated and analyzed. The results uncovered 24 different learning objectives. Table 4.18 and 4.19 demonstrate the frequencies and percentages of identified learning objectives aimed to fulfill at the end of the ELTEC.

The findings showed that all of the ELTEC syllabi and ELTEC instructors (n.43; 100%) aimed to achieve the learning objective of (1) defining and using fundamental concepts and principles of language testing and assessment such as practicality, reliability, validity, authenticity, and washback, (2) analyzing and differentiating between test types such as achievement, proficiency, diagnostic, and placement, and (3) constructing tests for assessing language areas (vocabulary and grammar) and language skills (reading, writing, speaking, and listening) for different age and proficiency level students. One interesting result about learning objectives as to assessing language skills and language areas was very few occurrences of the learning objective for assessing pronunciation. Among 43 ELTEC syllabi and interviews with the ELTEC instructors, only 7 mentioned learning objectives of assessing pronunciation as a component of language areas in the ELTEC.

Moreover, 86 percent of the ELTEC syllabi and ELTEC instructors included the learning objective of defining and distinguishing major terms in LTA such as testing, assessment, evaluation, and measurement, summative and formative assessment (n.37).

Table 4.18

*Distribution of learning objectives included in the ELTEC in EL teacher education programs*

<b>Learning Objectives</b>	<b>Frequency</b>	<b>Percent</b>
<b>At the end of this course, the students will be able to:</b>		
<b>1.</b> define and use basic principles of language assessment: practicality, reliability, validity, authenticity, washback	43	100
<b>2.</b> analyze and differentiate between test types, such as achievement, proficiency, diagnostic, and placement	43	100
<b>3.</b> construct tests for assessing language skills and language areas for different age and proficiency level groups	43	100
<b>4.</b> define and distinguish basic terms in testing and assessment	37	86
<b>5.</b> discuss the role of testing within the curriculum design and language learning	36	84
<b>6.</b> define and distinguish different testing methods and techniques	36	84
<b>7.</b> select and construct test items and tasks that are appropriate for a given situation	31	72
<b>8.</b> do the evaluation of various tests	31	72
<b>9.</b> define and apply basic statistical terms and analysis of test results	27	63

The fifth most frequently specified and mentioned learning objectives were found to be discussing the role of testing and assessment within the curriculum design and language learning referring to its function and importance, and defining and distinguishing different testing methods and techniques (n.36). In other words, 84 percent of the ELTEC instructors interviewed and ELTEC syllabi collected specifically aimed that at the end of the ELTEC, the pre-service EFL teachers will be able to understand the interface between testing and teaching so that they will grasp the necessity and importance of testing in a teaching context. They will also be able to describe and differentiate various testing methods such as direct and indirect testing, norm-referenced and criterion-referenced testing, integrative and discrete-point testing, objective and subjective testing in LTA. The learning objective as to selecting and constructing test items and tasks appropriate for a given situation was encountered in 30 ELTEC syllabi and reported by the ELTEC instructors during the interview. Namely, slightly more than half of the ELTE courses

designated the skills to choose and write different types of questions such as multiple choice items, true-false questions, matching questions, cloze test, c-test, open and close-ended questions to assess language skills and areas depending on the age and proficiency level of the students. Equally as many ELTEC syllabi and instructors also aimed to achieve the learning objective of evaluating various tests; that's, 70 percent of the ELTEC syllabi and ELTEC instructors demonstrated that the pre-service EFL teachers will be able to do the analyses of various tests such as achievement or standardized tests (e.g., IELTS, TOEFL, YDS, Starters, Movers, and Flyers).

As for the learning objective related to defining and applying basic statistical terms and analyses, it was found out that out of 43 ELTEC syllabi and ELTEC instructors in total, 27 added it among the knowledge and skills that the pre-service EFL teachers need to acquire during the course. Namely, in 63 % of the ELTE courses, defining and calculating mean, median, mode, standard deviation, frequency, and percentile as well as item difficulty and discrimination were identified as the learning outcomes to be achieved.

Another learning objective which is to enable the pre-service EFL teachers to explain and evaluate high stakes standardized tests was encountered in 21 ELTE courses as specified in the syllabi and mentioned by the ELTEC instructors. More specifically, almost half of the ELTE courses aimed to equip the students with the necessary knowledge and skills to analyze high stake exams such as TOEFL, IELTS, KET, PET, YDS etc.

The findings also exhibited that 44 % of the ELTEC syllabi and instructors intended to enable the students to develop strategies for various challenges that they may encounter while assessing language skills of their students in their teaching profession. In other words, through this learning objective they aimed to develop the prospective EFL teachers' skills to critically analyze their teaching context, prevent and/or find solutions to the challenges and problems



that might occur due to the inappropriate testing and assessment tools or unexpected or unavoidable conditions.

Table 4.19  
*Distribution of learning objectives included in the ELTE courses*

<b>Learning Objectives</b>	<b>Frequency</b>	<b>Percent</b>
<b>At the end of this course, the students will be able to:</b>		
10. explain and evaluate high stakes/standardized tests	21	49
11. develop strategies for various challenges that they may encounter while testing in their teaching profession	19	44
12. describe and use alternative forms of assessment	17	40
13. administer tests to assess language skills	14	33
14. explain approaches to language testing and assessment	14	33
15. use rubric while scoring	11	25
16. use appropriate scoring	11	25
17. explain and use stages of test development	11	25
18. interpret test results, and utilize test results to improve quality of tests	11	25
19. report the interpretation of test results	6	14
20. assess language skills of young learners	5	12
21. give feedback on the basis of test scores	5	12
22. construct computer-based tests	4	9
23. use different techniques for adapting language tests	2	5
24. discuss the advantages and disadvantages of using published and classroom teacher-written tests	1	2

Moreover, only less than half of the ELTE courses (n.17) included a learning objective related to describing and using alternative assessment tools. That's, 40% of the ELTEC syllabi and ELTEC instructors aimed to teach specific alternatives to assessment such as portfolio, peer-assessment, self-assessment, learner diaries, conferencing, and project work while the rest mostly concentrated more on fulfilling the learning objectives related to traditional testing methods. One significant finding emerged from the interview data, however, was that because of limited time in the ELTEC, most of these instructors described and introduced these alternative assessment tools to the pre-service EFL teachers at a theoretical level in a single week rather than assigning them with a project or task to assess a selected group of students.

Next two learning objectives emerged from the data coming from the ELTEC syllabi and interviews with the ELTEC instructors were administering tests to assess language skills and explaining approaches to language testing and assessment (n.14; 33%). However, most of the ELTEC instructors who reported that they aimed to enable the pre-service EFL teachers to be able to apply either a standardized test or an achievement test they constructed, also emphasized that since there was not a real classroom to go and administer the language tests, so they often only provided theoretical knowledge on how to administer a test and discussed over certain scenarios. They maintained that the lack of such application-based tasks generally cause insufficiency of transforming declarative knowledge into procedural knowledge. In other words, although the pre-service EFL teachers theoretically know how to administer a test, when it comes to actual practice, they have great difficulty in putting what they have learnt theoretically into practice.

The learning objectives of using rubric, using appropriate scoring, explaining and using stages of test development/test specification, and interpreting test results and use them for improving the test quality were found to be enumerated among the learning objectives in only 11 ELTEC syllabi and instructors' responses during the interview.

Lastly, among the least frequently listed learning objectives in the ELTEC syllabi and by the ELTEC instructors were reporting the interpretation of test results (n.6; 14%), assessing young learners and giving feedback to the students related to test scores (n.5; 12%), constructing computer-based tests (n. 4; 9%), adapting language tests using different techniques (n.2, 5%), and finally discussing the advantages and disadvantages of using published and classroom teacher-written tests (n.1; 2%).

#### **4.5.5. Topics covered in the ELTEC syllabi**

In line with the research question related to how the teacher educators plan, teach, and assess in the ELTEC, the topics manifested in each week of instructional period in the ELTEC syllabi, and the topics enumerated by the instructors during the interview were analyzed to reveal which topics of LTA were taught and/or emphasized in the ELTEC. Overall analyses of 43 ELTEC syllabi and interview responses of ELTEC instructors revealed 28 different of LTA taught in the ELTEC in EL teacher education programs in Turkey. The frequencies and percentages of these topics are exhibited in Table 4.20 and Table 4.21.

The findings revealed that first 6 topics of LTA shown in Table 4.20 were covered in all of the ELTE courses as shown in the ELTEC syllabi and reported by the ELTEC instructors during interviews (n.43). It was found out that all of the ELTEC instructors started their courses with the introductory topics, the interrelated nature between assessment and teaching to create the necessary awareness of the critical role and significance of LTA within the curriculum design and language teaching and learning. This topic was followed by the basic terms in LTA such as the definitions of and differences between "testing", "assessment", "evaluation", "measurement", "formative assessment", and "summative assessment" either in the same week or the second week of instruction allocating two weeks of instructional period at most. Although very few, some of the ELTEC syllabi allocated another week of instructional period to teaching the concepts of formative and summative assessments by discussing the differences between these two assessment types.

The topic of LTA that appeared in all of the ELTE courses as the content of the third and/or fourth week during the instructional period was found to be "major concepts and principles of language testing and assessment". In other words, all of the ELTEC syllabi analyzed and the ELTEC instructors interviewed (n.43)

covered the topic of criteria of tests (i.e., reliability, validity, practicality, backwash, authenticity, and fairness) for a week of instructional period or two either under the title of "principles and criteria of tests" or "reliability and validity". Directly related to the validity concept, the topic of backwash effect was also mentioned as a separate content devoted a week of teaching in 10 ELTE courses. Although backwash effect was taught as a part of major terms in testing and principles of testing and assessment in the ELTEC, the results revealed that in these 10 ELTE courses, the backwash effect, especially achieving positive backwash was considered such a significant concept that they decided to devote another week of instructional period.

Table 4.20  
*Frequency of the LTA topics covered in the ELTEC*

<b>LTA Topics</b>	<b>Frequency</b>	<b>Percent</b>
1. role and importance of testing and assessment within the curriculum design for language teaching	43	100
2. basic terms in language testing and assessment	43	100
3. major concepts and principles of language testing and assessment	43	100
4. test types	43	100
5. various tests items that are suitable for individual purposes	43	100
6. assessing language skills and language areas for different age and proficiency level students	43	100
7. testing types	37	86
8. alternative assessment tools	28	65
9. basic statistical terms and analysis of testing data	24	56
10. approaches to language testing	23	51
11. standardized tests	22	51

Furthermore, types of tests were included as the major topics of LTA in all of the ELTEC syllabi and by the instructors (n.43). Namely, different types of tests and test items were aimed to teach the pre-service EFL teachers in order to develop their repertoire of test types such as achievement, proficiency, placement, and diagnostic test, and their understanding of why these tests are used. The findings emerging from the interview analyses particularly

highlighted that the ELTEC instructors especially focused more on achievement and proficiency tests, and their differences since they were often confused by the students. However, most of the ELEC instructors stated that they defined and discussed the differences between placement and diagnostic tests superficially because they believed that prospective EFL teachers will be preparing achievement tests for classroom-based assessment only, and they will not be responsible for preparing proficiency and/or placement tests as a part of their professional requirements. A similar tendency was also observed related to the topic of high-stakes standardized tests. The findings showed that only slightly more than half of the ELTEC syllabi and instructors covered the topic of standardized language tests by describing the features and purposes of these tests and bringing samples of national and international standardized language tests to the classroom (n.22; 51%). The rest either stated that preparing standardized tests is not teachers' responsibility (n.8) or it requires special training to be able to construct valid, reliable and appropriate standardized language tests (n.4), which, they emphasized, was not among the learning objectives of the ELTEC. In relation to the finding regarding standardized tests, the topic regarding evaluation of various language tests was found to be included in 17 ELTEC syllabi and listed among the major content of the course by the ELTEC instructors. Namely, only in less than half of the ELTE courses, the pre-service EFL teachers were given opportunities to analyze different language tests such as teacher-made achievement tests collected from the teachers observed in the practicum schools or well-known standardized language tests to get a better understanding of poor and quality test items in these tests.

As for various test items/question types to assess language skills, it was found that all of the ELTE courses (n.43) covered them among the weekly topics of the course, yet a great majority of the ELTEC syllabi and instructors were found to teach most commonly used test items such as multiple-choice questions, true/false questions, matching questions, close- and open-ended

questions, and cloze tests incorporating them into the contents of weekly topics where they teach assessing each language skill and area separately. However, some of them taught these frequently encountered and used traditional techniques in a separate week by delving into their advantages, disadvantages, and rules to follow during producing these items since the ELTEC instructors underscored that students often had difficulty and problems in writing valid and reliable items, especially multiple choice questions.

The topic of assessing language skills and areas were revealed to be taught in all ELTE courses, comprising the major knowledge and skills of LTA in order to develop the prospective EFL teachers' skills to construct tests for assessing four language skills and language areas. Accordingly, the ELTEC instructors aimed to teach pre-service EFL teachers how to assess receptive (reading and listening) and productive (writing and speaking) skills as well as language areas (grammar and vocabulary) appropriately depending on the age and proficiency level of the students. All of the ELTEC instructors accentuated the importance of theoretical knowledge and practical skills of assessing language skills and areas because they constitute the constructs to be assessed. Therefore, they reported that after teaching the theoretical issues such as major terms, principles, types, and approaches of LTA, they immediately started teaching how to assess each language skills and area one by one allocating a week or two for each.

The findings also revealed differences related to the time allocated for teaching different language skills and language areas as well. For instance, a considerable amount of ELTEC syllabi and instructors allocated two weeks (i.e., 6 class hours) for teaching how to assess reading skill, writing skill, and grammar and vocabulary in English, and what question types might employed to assess various reading and writing skills and sub-skills, as well as grammar and vocabulary knowledge of the students with lower and higher proficiency levels. However, assessing listening and speaking skills in English were often

taught under the title of assessing oral language skills, and the ELTEC syllabi and instructors tended to reserve only one week of instructional period to teach assessing these two skills.

Table 4.21

*Frequency of the LTA topics covered in the ELTEC-Cont'd.*

<b>LTA Topics</b>	<b>Frequency</b>	<b>Percent</b>
<b>12.</b> evaluation of various language tests	17	40
<b>13.</b> stages of test development/test specifications	17	40
<b>14.</b> scoring and using scoring criteria	14	33
<b>15.</b> assessing young learners	13	30
<b>16.</b> interpreting test results, and utilizing test results to improve quality of tests	10	23
<b>17.</b> rubric design and use	10	23
<b>18.</b> administering language tests	9	21
<b>19.</b> giving grades	9	21
<b>20.</b> giving feedback	9	21
<b>21.</b> reporting the interpretation of test results	6	14
<b>22.</b> CEFR and Language Assessment/European Language Portfolio	4	9
<b>23.</b> computer-based testing	3	7
<b>24.</b> test Ethics	3	7
<b>25.</b> testing and social issues	2	5
<b>26.</b> adapting language tests	2	5
<b>27.</b> standards-based assessment	1	2
<b>28.</b> testing in ESP	1	2

Similar results were also found by Tsagari and Vogt (2017) and Vogt and Tsagari (2014) who stated that EFL teacher mostly focused on testing grammar, vocabulary, and reading, sometimes listening and writing while speaking as a productive skill was rarely assessed in classroom tests due to lack of sufficient training in assessing productive skills particularly speaking.

The findings of this study also showed that assessing pronunciation was not among the topics commonly found in all of the ELTEC syllabi or mentioned by the ELTEC instructors. Out of 43, only 11 devoted a week or 1 class hour to teaching of how to assess pronunciation separately. It looks as if assessing this language area is either taught together with the contents of assessing listening and speaking or not taught at all in the ELTEC in EL teacher education programs. Moreover, the findings exhibited that only 10 of the ELTEC syllabi and ELTEC instructors allocated another week of instructional period to teach testing communication skills/overall language ability referring to the assessing language skills integratively. Apart from teaching how to assess each language skills in isolation, these 10 ELTEC syllabi and instructors felt the need to devote a separate week to focus on assessing language skills in an integrated fashion.

Types of testing or testing methods such as direct vs indirect testing; integrative vs discrete-point testing; norm-referenced vs criterion-referenced testing; objective vs subjective testing was the content covered in 37 ELTE courses. More specifically, 85 % of the ELTEC syllabi and instructors included types of testing in the third or fourth week of the term by theoretically explaining and defining these tests to develop a clear understanding of their purposes and distinctions. The results also unfolded that as another major topic of LTA, approaches to language testing and assessment were generally taught together with the testing methods or in consecutive weeks in 23 ELTE courses. That's, 51 % of the ELTEC syllabi and instructors taught approaches to language testing including pre-scientific essay-translation approach, psychometric-structuralist approach, integrative approach, and communicative approach, mostly with a frequent focus on integrative and communicative approaches to language testing.

Alternative assessment tools as a topic were included in 28 ELTE courses to teach pre-service EFL teachers in addition to the traditional testing tools. In



other words, 65 percent of the ELTEC syllabi and instructors allocated a week of instructional period to focus on some of the alternative assessment tools such as portfolios, self-and peer-assessment, learner diaries, journals, observations, and presentations. However, one noteworthy finding related to the topic of alternative assessment methods was that almost all of the ELTEC instructors reported they unfortunately only theoretically explained and defined these tools through the end of the semester in three class hours because of the time limitations. Similar findings were revealed by Vogt and Tsagari (2014), and Tsagari & Vogt (2017) who reported in their large-scale study that most of the EFL teachers across Europe received either 'no' or 'a little' training regarding alternative assessment tools such as portfolio, peer-and self-assessment, projects, learner diaries and they only had basic awareness of these alternative tools to language assessment. As for the ELTEC instructors in this current study, as a matter of fact, they emphasized the need for more time to thoroughly and properly teach and do practical tasks regarding the use of these alternative assessment tools because most of them admitted that although included among the topics of weekly contents to be taught, these concepts were often left the end of the semester to go over them theoretically. This finding was both expected and surprising at the same time. Such a low frequency was expected because Turkish educational system is very exam-oriented (Hatipoğlu, 2010) and can be said to have a "testing culture" rather than "assessment culture". This, in return, reflects itself as more focus on the topics related to traditional testing tools. On the other hand, it was surprising to see that the rest of the ELTE courses did not devote any week of instructional period to alternative assessment tools because they are actually listed in the course description of the ELTEC prescribed by CoHE (2007), which the instructors are expected to follow, and that they in fact reported to have consulted when preparing their courses in EL teacher education programs.

Basic statistical terms used to interpret the test results such as mean, mode, median, percentile and basic and common item analysis and item

discrimination tests to analyze test items and test results were covered as the contents of weekly topics in 24 ELTEC syllabi and instructors (56%). However, the most marked observation to emerge from the data was that most of the ELTEC instructors held a perspective that detailed statistics knowledge and advanced skills are not required for EFL teachers because they will be dealing with classroom-based assessment; therefore, with a few exceptions all instructors stated they taught statistical concepts and item difficulty and discrimination analyses at a basic theoretical level generally in a week of instructional period through the end of the semester. On the other hand, there were a few ELTEC instructors and ELTEC syllabi allocating two or three weeks to teach and do applications on statistical concepts and analyses based on the sample test data or the test results the students themselves administered to a group of students as a part of their test construction and analysis project.

As can be observed in Table 4.21, the topic of test development stages was found to be included in only 17 ELTEC syllabi and mentioned by the ELTEC instructors. Despite being one of the core issues of testing and assessment (Bailey & Brown, 1996; Brown & Bailey, 2008; Vogt & Tsagari, 2014), low frequency of this topic in the ELTE courses might be attributed to the possibility that instructors teach test specification (i.e., outlining the test and skills to be included, item types, and plan for scoring (Brown, 2004, pp. 51-53) incorporating them into the other weeks of instruction covering the topics as to assessing language skills and areas. Otherwise, if the pre-service EFL teachers are directly taught to prepare test items and construct tests without teaching test specification/stages of language test development, they run the risk of producing invalid and unreliable tests and lack of complete understanding of what should be done before actually producing the tests.

The contents related to assessing young learners were observed in only 13 ELTEC syllabi and among the LTA topics listed by the ELTEC instructors. Namely, only 30 % encompassed the issues of assessing young learners.

Moreover, during the interview, the instructors who stated that they devoted some time to teach assessing young learner also highlighted its insufficiency because they reported that due to lack of time they could only provide some practical tips on what to do or not to do when assessing young learners' language skills while working on the projects of test construction or in-class tasks of item writing. Although there are not any separate LTA course for teaching how to assess language skills of young learners appropriately depending on their developmental features in EL teacher education programs, the skills of assessing different student groups reflecting totally different learning and learner characteristics seem not to be developed in 70 percent of the ELTE courses in Turkey. Besides, considering the high possibility for the prospective EFL teachers to work in private and/or state primary and secondary schools, this is an undesired finding in the only LTA course where pre-service EFL teachers are expected to develop their LAL.

The closely interrelated topics of administering language tests (n.9), scoring and using scoring criteria (n.14), rubric design and its use (n.10), giving grades (n.9) were found to be taught in only one quarter of the ELTEC syllabi and instructors on average. Most of the ELTEC instructors complained about the lack of time and opportunities to construct and apply a full language achievement test for a real classroom; therefore, they stated that these contents were mostly theoretically taught and discussed in the ELTEC. However, considering the fact that EFL teachers spend 50% of their work time on these assessment-related practices (Stiggins, 1991), and they often are involved directly in the administration and scoring of these assessments tools (Plake & Impara, 1997), it was expected that all of the ELTEC syllabi and instructors allocated two or three weeks of instruction and practice on how to administer a test, score them using an appropriate rubric, and give grades to students. Interestingly, in a study conducted by Mede & Atay (2017) in which they explored the training EFL teachers received during their undergraduate education, EFL teachers reported having received extensive amount of training

in giving grades, and using rubrics although in this current study, very few ELTE courses covered these topics and explicitly taught these significant topics of LTA.

Furthermore, it was found out that the topics of interpreting test results and using them to improve tests and reporting test results were taught in 10 and 6 ELTE courses respectively. The low frequency of these topics of LTA among the major contents of the weekly topics of instruction in the ELTEC can be interpreted that pre-service EFL teachers might eventually lack the necessary awareness of how important it is to evaluate their assessment tool, interpret the scores and sharing these scores with other stakeholders (i.e., administration and parents) in a meaningful way.

As a very essential and integral part of formative assessment (Sadler, 1998), giving feedback to learners related to their test scores was a topic covered in only 21 percent of the ELTE courses as the analyses of the course syllabi and interview responses of the ELTEC instructors showed. Those ELTE courses which were found to include giving feedback after the tests in the course tended to teach it together with administering, scoring the tests and giving grades in a week of instructional period through mini-lectures rather than doing practical tasks and applications.

The results also revealed very few occurrences of certain contents as weekly topics to teach such as Common European Framework of Reference (CEFR) and language assessment and proficiency descriptors (n.4), computer-based testing (n.3), test ethics (n.3), testing and social issues (n.2), adapting language tests (n.2), standards-based assessment (n.1), and lastly testing in ESP (n.1) in the ELTEC syllabi and interview responses of the instructors.

When the results regarding the topics taught in the ELTEC as mentioned by the instructors and listed in the course syllabi, it can be concluded that some of the

LTA topics taught in the ELTEC overlapped with LTA issues and skills enumerated in the course description by CoHE in order to teach prospective EFL teachers, whereas some others also regarded as required topics for LAL development such as classroom-based assessment, alternative assessment methods (e.g. portfolio, self-and peer assessment, learner diaries, projects, observations), application of basic descriptive and inferential statistical calculations, standardized language tests were not adequately taught or not included among the weekly content of many course syllabi and by many ELTEC instructors.

*English Language Testing and Evaluation: Basic concepts, principles and constructs of classroom-based assessment; different types of tests and testing (e.g.: proficiency, achievement, diagnostic and placement tests, direct vs. indirect testing, discrete point vs. integrative testing, norm referenced vs. criterion referenced testing, objective testing vs. subjective testing, communicative language testing) and various types of questions for a wide range of language assessment purposes, development and evaluation of such language tests and of other available types (e.g.: portfolio, self-assessment, learner diaries); language tests for different age groups, different proficiency levels and various learner styles; test preparation techniques for testing reading, writing, listening, speaking, vocabulary and grammar individually and testing language skills in an integrated manner; application of basic descriptive and inferential statistical calculations and the principles underlying test design (e.g.: content, criterion related, construct, face validity; reliability, standard error of measurement and the true score; practicality); stages of test construction, item analysis and interpretation of test scores, standardized tests (e.g., TOEFL, IELTS and exams accredited by the Council of Europe for the European Language Portfolio), teacher-prepared language tests and beneficial backwash (Teacher Education Undergraduate Programs, 2007).*

It was interesting to see that although the ELTEC instructors were expected to use this course description as a baseline to plan and organize their course syllabus in EL teacher education programs in Turkey with the aim of developing EFL teacher candidates' LAL (and most of them reported having looked at it when planning their course during the interview), most of them still excluded these LTA topics from their topics to be taught in the ELTEC.

Hatipoğlu (2010) recommends that ELTEC can be revised and reorganized in the light of pre-service EFL teachers' expectations from the course in terms of

the LTA topics the students thought they would need the most. Accordingly, among the LTA concepts and topics, the prospective teachers mostly considered "assessing language skills and language areas", and principles of "reliability and validity" as the most helpful and required topics for their future language assessment activities in their profession. These three topics of LTA were followed by the topics of test types, preparing multiple choice questions, the relationship between teaching and testing, and types of testing (Hatipoğlu, 2010). Based on the results of this study regarding the learning and objective and the topics covered in the ELTEC in EL teacher education programs, it can be inferred that the expectations of the students can be said to have met since these were among the topics taught in almost all of the ELTE courses as mentioned by the ELTEC instructors interviewed and listen in the course syllabi analyzed.

#### **4.5.6. How to teach the ELTEC**

With an aim to reveal how the ELTEC instructors approach and teach the ELTEC in order to develop the pre-service EFL teachers' LAL, they were asked to state how this course was different from other courses in EL teacher education programs and whether there were any unique features making the course stand out among others.

The most notable result was that all of the instructors underscored the inter-related nature of the ELTEC with other methodology courses in EL teacher education programs such as teaching language skills, teaching English to young learners, materials development and evaluation. Without any exceptions, they pointed to the significance and necessity of knowledge transfer from these courses to the ELTEC to build on students' language teaching skills and develop their knowledge and skills in language testing and assessment.

**Instr.3:** *"There are many overlapping parts actually. This course is very much related to methods and approaches in ELT because we examine the methods in terms of their testing rationale as well.....".*

Moreover, 7 ELTEC instructors further explicated that ELTEC is actually the "end-phase of learning" for the pre-service EFL teachers after having taken all the required pedagogical content knowledge courses as shown in the following:

**Instr.9:** *"First, the theoretical content is totally different. As a researcher in this field, I believe LTA course is the point where all methodology courses gather together. Students cannot manage testing and assessment without knowing young learners' characteristics and methods and approaches. ...Testing is actually the sum of all courses. It is the area where all the knowledge brought from all the other courses in the program is applied. It is a course which actually shows us where we are".*

Some of the ELTEC instructors strongly argued that the pre-service EFL teachers should not take the ELTEC without having taken other pedagogical content knowledge courses especially teaching language skills and teaching English to young learners referring to planning in which semester of the program the course should be placed as well, which can be clearly illustrated with one of the ELTEC instructors responses:

**Instr.8:** *"A student who hasn't taken teaching language skills shouldn't take ELTEC. Without learning how to teach all language skills, they cannot get an understanding of how to assess them because they need to test in the way they teach. For example, if a teacher is using functional-notional syllabus and following CLT, then s/he will prepare the test accordingly. Testing language skills is complicated in that sense. It is the end point of learning".*

Those who stated that the ELTEC manifest certain unique features making the course essential and irreplaceable emphasized that it is a different field and domain with clear-cut technical issues and principles special to this course (n.11).

**Instr.1:** *"It is quite different and it is unique. ....I can say that ELTEC is the only one which includes most of the features that a prospective language teacher would need in terms of how to test language skills of a learner".*

This finding corroborates the suggestion of Coombe, Folse and Hubley (2007) that assessment is a field with its own culture, principles, and terminology.

Furthermore, it was often underlined by the ELTEC instructors that "teachers can be a very successful English language teacher with perfect methods and materials and teach perfectly well, but 50% of good teaching belongs to assessment; therefore, just because you teach well, it doesn't mean you are assessing successfully too. Assessment is a different skill, and inaccurate assessment practices overshadow good teaching" (Instructors 5).

**Instr.5:** *".....That's why the ELTEC is very significant. Turkey is a test-oriented country, students go through a chain of tests starting from primary school till the end PhD education. If you do not know how to assess in a reliable and valid way, then you run the risk of being unfair to many students".*

What's more, 6 ELTEC instructors drew attention to its diagnostic nature and accountability concept at its center as can be seen the quotation from the responses of the instructor 3.

**Instr.3:** *".....what is special about this course is that it has "testing" at the center. It is necessary to understand the philosophy and reason behind testing. Generally, pre-service EFL teachers learn the pieces of puzzle separately very successfully. However, in the last year of their undergraduate education, they need to combine these pieces to see the bigger picture. It is the ELTEC that helps them in this phase".*

The analyses of the interview responses of the ELTEC instructors shed light on how they tend to organize and teach LTA concepts and skills to the pre-service EFL teachers to develop their LAL. First critical observations to emerge from the data were the teacher-fronted characteristic of the teaching process of the ELTEC especially for the first three or four weeks of instructional period and



task-oriented and project-based teaching after the theoretical aspects of LTA were covered. All of the ELTEC instructors emphasized the complex technical and theoretical issues of the ELTEC, which obliged them to lecture on the theoretical aspects of LTA often by simplifying the content in order to make the input more comprehensible and less intimidating for the students. Therefore, as demonstrated in Table 4. 22, out of 21 ELTEC instructors, 16 reported that they transmitted the theoretical knowledge of LTA such as major terms, principles of language testing and assessment, test and testing types through lectures to the students for one or two class hours each week.

Another reason for teaching the theoretical concepts of LTA through mini-lectures generally using power point presentation is to provide the information in manageable units of time so that they can leave more time for practice to apply the theoretical knowledge. They expressed that the pre-service EFL teacher need to experience how to write test items, various question types to assess language skills of different age and proficiency level students separately; thus, they expressed that they used task-oriented teaching in the ELTEC (n.11).

**Instr.3:** *"They don't develop a full test, but they **prepare questions to assess language skills and areas in the following week of the topic taught as assignment. No matter how much theoretical knowledge they are taught, writing test item is totally a different experience. They learn a lot. ....**"*

Besides, to develop their skills to construct a full language test and exam, they highlighted the benefits of project-based teaching in the ELTEC (n.16) in which the students were assigned to prepare a language test for a chosen age and proficiency level group of students. As a matter of fact, 11 of these ELTEC instructors put high emphasis on practical aspect of LTA and maintained that the ELTEC should engage students in as many as hands-on tasks to write test items, develop full tests as possible. They also added that the students need to engage in tasks to analyze the samples of teacher-prepared achievement tests

and/or national and international standardized language tests because almost all of the ELTEC instructors underscored that the pre-service EFL teachers can only internalize and possess operational knowledge and skills of LTA by regularly putting the theory into practice, by trial and error as it was clearly stated in the following quotation from the responses of instructor 15.

**Instr.15:** *"It won't be effective when we explain concepts of testing and expect students to memorize. Practice is definitely needed. Based on my own testing experiences, I can tell you that it is impossible for students to understand reliability and validity without designing and working on a task. Therefore, my major principle is to teach through practice".*

Table 4.22

*Frequency of the instructional strategies used to develop pre-service EFL teachers' LAL in the ELTEC*

<b>Instructional strategies</b>	<b>Frequency</b>
1. teacher-fronted lecture-based teaching	16
2. project-based teaching	16
3. regular teacher feedback	15
4.task-oriented teaching	11
5. peer-assisted learning	8

The necessity and importance of a principled-combination of teacher-fronted traditional teaching and learner-centered task-and project-oriented teaching can be observed in the quotation from the responses by the instructor 8.

**Instr.8:** *"My experiences have taught me that first, the students should know the abstract theoretical knowledge completely such as assessment, testing, evaluation, main principles etc at basic level. Then while I am teaching how to assess language skills and areas, for example grammar, I immediately ask them to write questions. And students say that practicing, applying what they learn is the only way to help them keep in their minds. ...And I believe practice has a critical role to make associations and permanent learning. Therefore, I specifically attach high importance to practice.....".*

The results also demonstrated that 15 ELTEC instructors attached particular importance to providing regular detailed feedback for the test items prepared

by the students either as in-class tasks or weekly assignments as seen in the following quotation from the responses of the instructor 1.

**Instr.1:** *"In the ending weeks where we just do activities to **push** students to **prepare tests on different age levels and proficiency levels actually, and we try to examine and analyze those tests and I give them feedback in process-based sessions, like first draft, second draft, and final draft versions. I keep on giving feedback until they have requirements of a test***".

The ELTEC instructors also explained that although the pre-service EFL teachers learned the theoretical issues from the lectures and the readings they were supposed to do before coming to classes, they often failed to notice that the test items they wrote were not suitable to the age and/or proficiency level of the learners, or that they mistakenly assessed another language aspect rather than the target construct. Besides, some of the ELTEC instructors called attention to the fact that since their students came from an exam-oriented educational background and experienced language tests often full of validity and reliability problems as students for a long time, it might pose additional problems in students' applications. As a consequence, they need regular written and/or spoken feedback on their assignments and projects.

**Instr.3:** *"... They also **benefit from the feedback to a great extent. They learn from each other a lot, too. I always recommend them to consult each other while preparing questions***".

Some of the ELTEC instructors assigning the students to prepare a language test as a project reported that the students submitted their projects either during midterm exam to receive half of the midterm exam score, or at the end of the semester instead of a pen and paper final exam; that's why the pre-service EFL teachers cannot receive feedback on their tests as manifested by one of the ELEC instructors below:

**Instr.5:** "..... Finally, as a final project instead of a sit-down exam, they construct a comprehensive integrative achievement test with all the details such as instructions, rubrics, and scoring criteria. Since they submit their test construction projects at the end the term in replace to final exam, they don't get the chance to administer them. Therefore, they don't run any statistical tests on the test results, and they do not receive any feedback for the tests they construct".

In addition, 8 ELTEC instructors emphasized that the pre-service EFL teachers learn from their peers in the process of item writing and test construction as shown in the quotation above. When working in pairs and groups on their item writing and/or test construction projects to assess language skills, the students become positively interdependent to each other and responsible for their own and their pairs' and group members' learning, so the students peer tutor their partners and groups members whenever it is necessary. Besides, a few of the ELTEC instructors supporting peer-assisted learning to develop LAL of pre-service EFL teachers emphasized that in one of the phases of the test constructions project, the students are equally responsible for providing feedback for the items they developed for their language tests. Therefore, these instructors employed peer feedback along with regular detailed teacher feedback.

Moreover, the ELTEC instructors pointed out that since the classes are generally crowded and there is limited time to provide feedback for every individual task and project, they ask students to engage in collaborative works in pairs or groups. In this way, the instructors aim to give the necessary feedback for the students' tasks and projects, and the pre-service EFL teachers contribute to their peers' learning and LAL development.

When the ELTEC instructors were asked which aspects of LTA they focused more while teaching in the ELTEC, as shown in Table 4.23, out of 21 ELTEC instructors 14 stated that they tried to balance the amount of time they devoted

to theoretical and practical issues of LTA because they believed the two were equally important to be a language assessment literate teacher. They reported that they gave a mini-lecture on the theoretical concepts first, and immediately after lecture, they set a task to put the theory into practice as one of the ELTEC instructors verbalized in the following:

**Instr.9:** *"Actually, I try to do both. I carried out a research in 2010 and asked my students what they liked about this course and what lacks they saw. **Their biggest complaint was that there weren't enough practices.** That was a wake-up call for me. For example, as a course requirement, **they form a group and prepare a test for a group of student they determine. I give detailed feedback for their test and they go administer their test to the target group.** They analyze the test results using item discrimination and item analysis and interpret the results".*

This finding corroborates the results of Scarino (2013) who stressed the need to develop LAL for EFL teachers by a holistic approach that transcend a mere theory and knowledge-oriented LAL training because she regularly worked in close contact with ELF teachers at schools utilizing collaborative dialogues as the major data collection tool and found out that EFL teachers were trying to survive among the responsibilities of assessment on a theoretical, practical and institutional level often due to insufficient LAL training in their undergraduate education. Likewise, Boyles (2005), Siegel and Wissehr (2011) and Stiggins (1991) highlight training of LAL should transcend theoretical knowledge of LTA and enable teachers to be equipped with the skills of using theoretical knowledge to manage classroom-based language assessment with sufficient level of LAL and confidence in employing these skills appropriately and effectively.

However, in the mean time, almost all of them referred to the time limitations problem in the ELTEC because in a single 3-hour theoretical course, they attempted both to teach theory and allocated time for the students to put the theory into practice. Although these instructors stated that they did their best to

create opportunities to make the course practical and experiential, they acknowledged that the application part of the ELTEC was often limited.

Table 4.23  
Which aspects of the ELTEC do ELTEC instructors focus on?

	<b>Frequency</b>
1. Balancing the theory and practice	14
2. Focusing on theoretical aspect more	4
3. Focusing on practical aspect more	3

The results also exhibited that 4 ELTEC instructors focused more on the theoretical aspects of LTA. They explicated the theoretical nature of their course with the fact that the ELTEC is the first and only LTA course in which the prospective EFL teachers are introduced the technical and theoretical principles and issues LTA for all age groups and proficiency levels. They, therefore, reported the need to lecture on the theory of language testing and assessment more than its practical aspect also highlighting how important it is to know the theory to get a better understanding of what a quality test is and how effective assessment practices can be carried out since "*theoretical knowledge serves for making sense of the experience in a short amount of time*" (Instructor 10).

**Instr.10:** "*...Theoretical knowledge is the input....Even if we say that we make the course as much practical as possible, we don't have a real classroom to apply the theoretical knowledge. That's why students find this course theoretical. Undergraduate education is a theory-oriented process for pre-service teachers because they don't have the experience. ....A prospective teacher without sound theoretical background will make more mistakes, but when they are given the theoretical issues and concepts, they always critically analyze the assessment procedure. I think this is a fruitful process*".

Furthermore, what they underlined related to the indispensable theoretical nature of the ELTEC was the lack of time for the necessary practice on the

theoretical issues and concepts of LTA as can be seen in the following quotation:

**Instr.11:** *"Whether we want or not, with a critical approach here, I should say **my course is 60-70% on the theoretical side**. I aim and try to enable the students to do a task on each topic I introduce in the classroom, yet it is **not sufficient due to lack of time**".*

On the other end of the theory-practice continuum was more focus on practical aspect of LTA minimizing the amount of time allocated for lecturing on the theoretical issues of LTA or teaching these theoretical issues when working on a task or samples of language tests, test items, or scenarios.

**Instr.15:** *"My classes are **completely practical**. Theory is for consolidating the terms. This course is **heavily practice-oriented**. **Unless you bring a test to the class and ask students to analyze it, they cannot learn**. .....This course is so heavily practice oriented that one needs to push the limits for it to work".*

As illustrated in the quotation above, the ELTEC instructors who believe practice should be at the center of the ELTEC in order to train pre-service EFL teachers as language assessment literate teachers, push the limits and organize and teach the ELTEC in a practice-oriented way as much as possible. As nicely put by the instructors 9 below, while working on item writing task, noticing students' error and reminding them the rule creates a magic moment for the students to learn actively applying and experiencing the theoretical issues rather than passively listening to the teacher input.

**Instr.9:** *"When I first started teaching this course, I reckoned that the more I lecture on the theoretical issues and developments in LTA such as validity, reliability, various approaches to language testing, communicative language testing, the more the students will know, go and apply them in the class. It is nothing like that. In time, **theory has decreased; practice has increased in my course**. During in-class item writing tasks, **I recognize an error, and immediately touch upon the related rule**. I consider it as a '**wonderful mistake**' and initiate discussion. I also guide them to look up in the corresponding chapter were they can read more about the theoretical principle and the rule.*

*Opportunistic teaching works in this case. Since in EL teacher education program, we only have one LTA course, I have realized that it is essential we teach practical knowledge and skills that the students can immediately and directly put into use".*

Because the ELTEC instructors recurrently underscored the requirement of practicing the LTA issues through application-oriented tasks and projects, they were also asked whether the pre-service EFL teachers prepared a full test in the ELTEC as a learning outcome, and established reliability and validity of these tests. As the Table 4.24 demonstrates, 16 ELTEC instructors included one or two achievement test construction projects either in pairs or groups to assess language skills and language areas of a specific group of learners while 5 ELTEC instructors reported that their students only prepared certain numbers of test items to assess language skills and areas rather than a full test.

As Davies (2008) rightly put forward practicing skills without background knowledge (theoretical issues and concepts of LTA) will not be sustainable because "knowledge provides the context in which skills operate: if skills represent 'how?', the knowledge represents 'what?' (p.335). Therefore, both for teaching and learning of LT, carefully balancing the practical (the skills) and theoretical (the knowledge and principles) is essentially needed (Davies, 2008).

Table 4.24

*Do the students actively prepare a full test as a project in the ELTEC, and establish reliability and validity of these tests?*

	<b>Yes frequency</b>	<b>No frequency</b>
1. 1 or 2 test construction projects	16	5
2. establishing reliability and validity	4	17

As for the reliability and validity establishments of the tests the students developed, 17 ELTEC instructors expressed that they theoretically taught validity, reliability and other principles of language testing and assessment as well as statistical analyses of tests results such as item difficulty and item



discrimination; however, they did not engage the students in tasks and projects to apply these statistical analyses as can be observed in the following quotation:

**Instr. 8:** *"Unfortunately, we don't have time for statistical analysis for test results, so we keep reliability and validity at theoretical level".*

Among the ELTEC instructors who reported that their students do not carry out statistical analyses on the tests they developed, 5 stated that the students already learned statistical concepts and analyses of tests in general measurement and evaluation course they took in the sixth semester, so they did not cover it in the ELTEC while 2 expressed that doing statistical analyses on language tests is not a skill an EFL teacher would need in classroom-based language testing and assessment. On the other hand, 11 ELTEC instructors pointed out the lack of time for such statistical analysis implying that quantitative analyses of test results for validity and reliability can be left outside the scope of the ELTEC for developing pre-service EFL teachers to function as language assessment literate teachers in the class as can be observed in the following quotation.

**Instr.2:** *"I don't teach statistics with assessment, but I just mention some descriptive issues such as mean, frequencies, percentages as well as mode and median. I don't go beyond this. And in my opinion, it is not necessary. It is redundant to ask them to do statistics because they will not be using statistics, that knowledge of statistics in their career".*

Or *"since they submit their test construction projects at the end the term in replace to final exam, they don't get the chance to administer them. Therefore, they don't run any statistical tests on the test results"* (Instructor 5). However, the instructors expected the students to follow the validity and reliability principles in the tests they would construct and qualitatively discuss and support how valid and reliable their tests were.

**Instr.1:** *"Throughout the term, for each language skill and language area, I make them prepare tests and exams. In terms of validity and reliability, once I give them the reliability and validity topics, I really expect them to apply the theoretical knowledge into the test they prepare. And for each language skill and area, they at least prepare 1 test or exam".*

The opinions and responses of those who both thought that carrying out statistical analyses on test results was not necessary for classroom teachers and left the applications of these analyses outside the scope of the ELTEC due to the lack of time can be summarized in the following quotation from the instructor 21.

**Instr.21:** *"They prepare tests, but I don't focus on statistical concepts too much because they learn it in the general measurement and evaluation course, I leave this topic for the instructors who will be teaching this general measurement and evaluation course. Besides, we don't have time for it. What is more, I don't find statistics necessary for achievement tests. The important thing in the classroom is to reflect what you have covered in the class in the test. My major purpose is to train them as informed and conscious teachers to work in the field".*

The findings of the study regarding the need for practice-based approach to prepare language teachers for their future classroom-focused language assessment were consistent with those of Davin and Heineke (2016) who asserted that using practice-based approach to develop teachers LTA knowledge and skills helps them acquire authentic ways of utilizing language assessment methods to promote and enhance student learning. As most of the ELTEC instructors did in this study, Davin and Heineke (2016) also suggest that instructors teaching LTA in EL teacher education programs should align LTA courses in a practice-oriented way as they normally do in language teaching methodology courses.

#### **4.5.7. Assessment methods used to assess pre-service EFL teachers' performance and achievements in the ELTEC**

Pre-service EFL teachers not only learn from the lectures given by the teacher educators, but they also learn by observing the behaviors, strategies, techniques, any applications utilized and performed by the instructors as well. In other words, "apprenticeships of observation" (Lortie, 1975) contributes to the learning process of prospective teachers. In this case, in a LTA course where prospective teachers' LAL is aimed to develop, it becomes even more significant to carry out assessment procedure following the assessment principles with a concern to be a role model for them. This brings up the question of how the ELTEC instructors assess the pre-service EFL teachers' performance throughout the ELTEC to set a role model. To answer this question, the ELTEC instructors were asked how they assesses pre-service EFL teachers' learning outcomes in the ELTEC, and the assessment methods demonstrated in the ELTEC syllabi were analyzed through triangulation.

The overall analyses of the ELTEC syllabi and the responses of the ELTEC instructors during interview(n. 43 in total) regarding the assessment procedure followed in the ELTEC revealed that 2 ELTEC syllabi collected from the departments' websites did not include any information related to how students' learning outcomes were assessed in the course. Out of 41 ELTEC syllabi and ELTEC instructors interviewed, 6 assessed pre-service EFL teachers achievements in LTA by using only pen and paper exams, either through a midterm or final exam or both adopting a summative assessment approach, while 3 EL teacher education programs do not employ any formal written exam such as a midterm and final exam but using one or a combination of alternative assessment methods such as a project, weekly assignments, observation, self-assessment, and/or article review following formative assessment. The rest of the ELTEC syllabi and instructors (n.32) were found to utilize both pen and paper exam by combining the other assessment methods in different

combinations. Some of the ELTEC instructors suggested that as teacher educators they should be a good role model while assessing their students in the ELTEC so that the students can also learn by observing and believing in the utility of the LTA topics and tools they learn in the course. This attitude can be observed in the following quotation from an ELTEC instructor who particularly and consciously act and conduct his assessment practices carefully in the ELTEC to set a good role model for his students.

**Instr.21:** *"My assessment methods of course include **application**; the students prepare a **project to construct an integrative language achievement test**. I administer **written exams, a midterm and a final exam** as well. My exams last for 120 minutes in which I **prepare three types of question**. First, 15-20 questions about LTA terms in the **multiple-choice and matching format**. It definitely includes **an essay** where they are supposed to discuss certain topics with their own arguments. Finally, I expect them to **prepare assessment tasks for various proficiency levels**. I clearly define what is expected from them in straightforward instructions. For example, I choose a text at B2 level. I ask students to prepare 2 inferencing questions, 2 author's opinion questions, and 3 questions for deducing the meanings of the words from the context. Moreover, the students are supposed to read articles on LTA, write a review and share it on an online platform with their classmates".*

This was also supported by Tran (2012) who emphasized utilizing various assessment techniques such as selected-response, constructed response and personal response adopting a balanced approach to language assessment so that more reliable assessment results can be achieved. As a consequence, ELTEC instructors can obtain two benefits simultaneously from such assessment procedure. First, they can carry out testing and assessment practices in a LTA course effectively and appropriately enhancing student learning. Second, they become a role model for good testing and assessment activities for prospective EFL teachers and implicitly develop their level of LAL because prospective teachers tend to test as they are tested later in their future career.

The findings showed that 6 different assessment methods were employed by the ELTEC instructors in the ELTEC to get a snapshot of the pre-service EFL teachers' progress and keep track of their learning process in the LTA related skills and knowledge. Table 4.25 exhibits the frequency and percentage belonging to each assessment methods and the specific assessment techniques under each method.

Table 4.25  
*Frequency of assessment methods used in the ELTEC*

<b>Assessment Methods</b>	<b>freq.</b>	<b>%</b>	<b>Specific assessment techniques</b>	<b>Freq.</b>	<b>%</b>
<b>1. Pen and paper exam</b>	38	88	<b>1.1.</b> midterm exam	35	92
			<b>1.2.</b> final exam	30	79
			<b>1.3.</b> quiz	3	8
<b>2. Project</b>	30	70	<b>2.1.</b> 1 test construction project	27	90
			<b>2.2.</b> 2 test construction projects	9	31
			<b>2.3.</b> test analysis project	8	28
<b>3. Performance Assessment/ Assignments</b>	19	44	<b>3.1.</b> writing items/questions for assessing skills	17	89
			<b>3.2.</b> article review	1	5
			<b>3.3.</b> keeping a jargon note-book	1	5
<b>4. Observation</b>	12	28	<b>4.1.</b> Participation	12	100
			<b>4.2.</b> Attendance	3	25
<b>5. Presentation</b>	8	19	<b>5.1.</b> presenting test items	5	63
			<b>5.2.</b> article presentation	2	25
			<b>5.3.</b> presenting the analysis of a standardized test	1	13
<b>6. Self-assessment</b>	5	12			

As can be seen in Table 4.25, almost 90% of the ELTEC instructors measured pre-service EFL teachers' learning outcomes in LTA knowledge and skills through a formal written exam; that's, they either administered a midterm exam or a midterm and a final exam, or a midterm, final exam, and a quiz. Among these 38 ELTE courses where the instructors used pen and paper exam to assess their students, a considerable amount of them utilized a midterm exam to assess the theoretical knowledge of the students related to LTA (n. 35; 92) whereas in nearly as many ELTE courses the students sit to a final exam where

their knowledge and skills of LTA were assessed at the end of the term often after 14 weeks of instructional period. Although not many, the ELTEC instructors also reported that they used either online or pen and paper quizzes to keep track of the students' progress in the course (n.3; 8 %).

**Instr.2:** *"I have to administer a formal exam. I do this. In addition, I ask them to if possible do presentations. I assign them tasks to prepare for example particular assessments. That's the point in my classes. For example, assessing writing and its applications, how they apply the knowledge and skill of assessment in specific context".*

The second most commonly used assessment method was found to be the project for test development or standardized test analysis (n. 30; 70%). The ELTEC instructors included either only one test construction project in which the students were required to prepare tests to assess all language skills and areas integratively or the language skills they learnt until the project submission deadline (n.27; 90%) or two test development projects, one to be submitted in the middle of the term, and the other at the end of the semester (n.9; 31%). It was also revealed that only 8 ELTEC instructors used test analysis projects as an assessment method in the ELTEC (28 %), and 6 of them necessitated the pre-service EFL teachers to prepare two separate projects for developing tests and analyzing a ready-made standardized or teacher-made achievement test.

The findings also showed that 44 percent of the ELTEC instructors (n.19) allocated certain amount of percentage of the total score to in-or out of class tasks and weekly assignments to contribute to the overall grade at the end of the course. To exemplify, out of 43 ELTEC instructors and ELTEC syllabi, 17 assigned the students to write various test items to assess certain language skills and language areas, 1 required the students to read an article on LTA and write a review to share it with their classmates on an online platform, 1 expected them to keep note of all the terms and concepts of LTA they learnt

throughout the course in a notebook which was called "jargon book" by the instructor.

The findings also demonstrated that observation was another assessment method used by the ELTEC instructors in which the instructors monitored whether the students actively participated in the discussions, in-class tasks, and/or initiated and maintained the discussions by posing questions. In addition, out of these 12 instructors and ELTEC syllabi, 3 also included "attending the classes regularly" as a criterion to be able to determine the level of students' motivation and willingness to engage in the tasks as a part of the assessment procedure.

Furthermore, a small number of ELTEC instructors reported they utilized presentation as a part of assessment procedure in the ELTEC (n.8; 19%). They stated that the pre-service EFL teachers either needed to present the test items they were assigned to write to assess a selected language skill of a specific learner group (n.5), or were expected to make presentation related to the article they read (n.2), or to present the analysis of a standardized test (n.1). One significant result here is that the ELTEC instructors potently emphasized that asking the students to present the theoretical issues of LTA is not an expedient assessment method due to the highly technical and theoretical nature of the course.

Lastly, it was revealed that only 5 ELTEC instructors incorporated the pre-service EFL teachers into the assessment procedure using self-assessment by asking them to write a few-page long essay to reflect on what they learnt, which skills they developed, and/or in what aspects of LTA they felt they still had lack of knowledge and skills. However, peer assessment was found to be utilized only by one ELTEC instructor as a requirement in the test construction process during which the students received their initial feedback from their

peers and the quality of their peer assessment was also assessed and scored by the instructor.

In sum, broadly speaking, it can be concluded that in the ELTEC, there was a tendency to highly rely on summative assessment by making use of achievement tests as midterm and final exams rather than formative assessment although the ELTEC instructors recurrently highlighted the importance of regular application-oriented tasks to write test items and develop tests to assess language skills and practice other stages of test development. Moreover, despite the instructors' repeated emphasis on regular feedback for the test items and tests written by the pre-service EFL teachers, the results exhibited the opposite or lack of necessary amount of regular feedback because of serious lack of time in the ELTEC as reported by the ELTEC instructors.

Stiggins (2002) calls our attention to the fact that over-reliance on summative assessment methods makes it substantially impossible for teachers to adapt and align their teaching to what students actually need; therefore, it is suggested that assessment for learning; that's formative assessment, be balanced with assessment of learning approach; namely, summative assessment so that teachers can feed information back to the learner in ways to enable them to learn effectively and to fulfill the learning objectives (Jing & Zonghui, 2016). Therefore, ELTEC instructors should plan and design the topics of their courses in a way to cover both formative and summative assessment methods in detail, and they themselves utilize not only summative assessment tools such as midterm and final exams as achievement tests, but also formative assessment tools such as projects, weekly tasks and assignments, observations, and self-and peer-assessment in the ELTEC to set a role model for their students. Likewise, the research on the pre-service EFL teachers' expectations from the ELTEC and ELTEC instructors highlighted that students thought they should be assessed through alternative assessment tools such as projects and portfolios instead of two formal pen and paper exams (Hatipoğlu, 2010).



When and if they also use formative assessment tools, therefore, adopt assessment for learning as an approach to testing and assessment, and teach their students to do so, they can transform assessment practices into learning opportunities and effectively contribute to students' learning. Moreover, this way they can break the cycle of students' long-held fears and anxiety against assessment.

As highlighted by Garrison and Ehringhaus (2007) formative assessment "provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made" (p. 1).

Furthermore, it is argued that summative assessment of the pre-service teachers causes a one-dimensional view of assessment, so they need guidance to take the responsibility of self-assessing and/or peer-assessing throughout their training (Raths & Lyman, 2003) so that teacher educators can provide multiple perspectives in assessment to contribute to prospective teachers' development and training (Mann, 2004).

How teacher educators can carry out assessment practices in the ELTEC to contribute to prospective EFL teachers' learning of LTA knowledge and skills and to be a role model can be summarized with the following quotation from the instructor 11.

**Instr.11:** *"This course is quite different from the other courses I teach. For example, it is highly task-based. Students need to prepare 8 tasks, 2-3 pages each. The workload for both instructor and the students is high. Besides, the assessment procedure is also different. You do not administer 2 pen and paper exams and a project. You administer either a midterm exam or a final exam, but the tasks gain more importance, and students do not give presentations because it is very much teacher-fronted due to its technical and theoretical nature".*

#### 4.6. Research Question 1.5: What are the problems and challenges faced in the planning and/or teaching of the ELTEC?

One of the aims of this study was to investigate problems and/or challenges the ELTEC instructors encounter in the planning and/or teaching of and assessing in the ELTEC related to institution, administration, curriculum, course itself, and students.

The overall results showed that none of the instructors experienced any administrative challenges or problems since they are fully responsible for the course once they are assigned or volunteer for the course in the department. However, as Table 4.26 presents, the interview questions asked for this purpose elicited various problems and/or challenges that can be grouped under five categories: curriculum-related problems(n.19); institutional problems(n.15); problems related to educational system in Turkey (n.15); student-related problems(n.12), and problems related to course materials (n.5).

Table 4.26  
*Frequency of the categorical problems listed by the ELTEC instructors*

	Categories of the problems				
	Curriculum-related problems	Institutional problems	Problems related to educational system in Turkey	Student-related problems	Problems related to materials
<b>Frequency</b>	19	15	15	12	5

As exhibited in Table 4.27, the findings showed that almost all of the ELTEC instructors complained about curriculum-related problems in the planning and teaching the ELTEC (n.19). The first curriculum-related problem reported by 19 ELTEC instructors was time limitation for the ELTEC. They either stated that one single 3-hour course does not provide them with sufficient amount of time to include all the necessary theoretical concepts of LTA (n.11) as can be

seen in the quotation from the responses of the instructor 8, or reported that they are obliged to reduce the time allocated for applications of the theoretical aspect of the LTA such as test analysis, test development for all language skills, and tasks for writing various items for assessing each language skill and language area (n.17) as voiced by the instructor 5 below.

**Instr.8:** *"We cannot catch up with the curriculum because there is only one course, which is taught in the last semester of the program. ... Normally, I ask my students to prepare 3 exam questions for all language skills and exchange them with their peers for a discussion platform. Yet I couldn't do this because of time constraints."*

**Instr.5:** *"....Because of limited time, we cannot do many test analysis tasks and in detail. We expect the students to write items to assess a language skill they decide as well, but due to time limitations again, we cannot ask them to prepare questions or test items for all language skills and areas..."*

What's more, referring to the very limited, sometimes no contexts and chances for practicing the theoretical concepts of LTA, more than half of the ELTEC instructors noted that one critical challenge was the lack of opportunity for the students to find real groups of students to prepare and apply a test.

Table 4.27  
*Frequency of curriculum-related problems mentioned by the ELTEC instructors*

Curriculum-related problems	Frequency	Sub-problems for time limitations for the ELTEC	Frequency
1. Time limitation for the ELTEC	19	1.1. limiting practice	17
		1.2. excluding certain required topics	11
		1.3. challenge of which topics to include in the course	3
2. Lack of a course for assessing young learners	8		
3. Placement of ELTEC in the 8 <sup>th</sup> term	6		

Moreover, out of 19 ELTEC instructors complaining about the time constraints in the ELTEC, 3 highlighted the challenge of confronting what topics to include in a single course where they were expected to teach all the theoretical and practical aspects of LTA as well as alternative assessment tools. This problem was further explained by some of the ELTEC instructors with the diverse work conditions of the graduates of EL teacher education stating that *"Since our graduates will work not only in primary and secondary schools but also in high schools and universities, and there are special testing and evaluation techniques for different age groups, and even depending on why students learn the language, I have this challenge of deciding on what to teach in a single LTA course to meet such needs of the prospective EFL teachers"* (Instructor9). This finding is also consistent with that of Berger (2012) who has found out that teacher educators generally confront with the challenge of what LTA courses should cover so that prospective teachers are adequately equipped for assessing their students later in their future career.

The time limitation problem in the ELTEC especially for application-oriented tasks and projects becomes more of an issue because whenever the ELTEC instructors were asked which topics in the ELTEC that their students had difficulty in understanding, the analysis of their responses revealed that applying the theoretical knowledge in LTA was the aspect of the course where the pre-service EFL teachers had the most difficulty in (n.18).

Second curriculum-related problem that the ELTEC instructors listed was the fact that there is not any specific LTA course for assessing young learners (n.8). In other words, the ELTEC instructors underscored the problem that the current ELTEC is not enough itself to cover basic theoretical foundation of LTA with all the traditional testing tools and various language test types let alone teaching how to assess young learners, which requires a very different spectrum of principles and assessment methods (Cameron, 2001; McKay, 2006). Therefore, lack of a LTA course for assessing young learners was

mentioned as a problem available in the EL teacher education curriculum in Turkey. Lastly, 6 ELTEC instructors pointed out the unsuitable placement of the ELTEC in the curriculum. Namely, they expressed that the last semester right before the pre-service EFL teachers are about to graduate from the university is not an appropriate time for them to benefit from the ELTEC at a maximum level.

The results of the study also revealed four institutional problems regarding the teaching of the ELTEC course as indicated in Table 4.28. The most frequently highlighted problem by the ELTEC instructors was the crowded classroom (n. 11).

**Instr.2:** *"The problem is usually challenge I should rather say is **with crowded classes**. With 40 or 50 students, it is hard to **conduct or carry out instructional practices I mean application in regular classes**".*

The ELTEC instructors expressed that crowded classrooms negatively affected the way they taught the course. More specifically, when the class was too crowded, they resorted to focusing more on the theoretical aspects of LTA inevitably reducing hands-on activities and concrete examples and application-oriented tasks that they would include under normal circumstances. The impact of the number of the students in the classroom can be observed in the following quotation from one of the LTA expert instructors teaching the ELTEC:

**Instr.15:** *"Including active test construction practices and statistical analyses on test results in the course changes depending on the number of the students in the lass unfortunately. With smaller groups, I have the students construct 3 or 4 tests. However, last time I taught the ELTEC to a group of 102 students. With them, we could only do a small test analysis task and a sample statistical analysis. I didn't ask them to carry out test constructions project **due to time limitation and the accompanying workload**".*

Although most of the instructors emphasized the critical role of the application in class such as creating opportunities for students to develop tests in the classroom and analyze them one by one; however *"because the classes are very crowded, even though we checked the tests prepared by 3 or 5 students, with 30 students in a class, it is very difficult, not possible at all"* (Instructor 13).

Table 4.28  
*Frequency of institutional problems mentioned by the ELTEC instructors*

<b>Institutional problems</b>	<b>Frequency</b>
1. crowded classroom	<b>11</b>
2. lack of instructors specialized in LTA	<b>6</b>
3. heavy workload of instructors	<b>4</b>
4. lack of collaboration among instructors	<b>4</b>

Second institutional problem mentioned by the ELTC instructors was the lack of teacher educators specialized in LTA (n.6) who hold either an MA or PhD degree in LTA and have carried out research in the field. The ELTEC instructors had the opinion that LTA is a discrete field on its own with theoretical basis itself but at the same time reflecting a very intertwined nature with many methodology courses; therefore, it should be taught with an LTA expert since *"...when this course is taught by a non-expert instructor, it can be observed that it doesn't benefit the students, which speaks for themselves in the in-service EFL teachers poor assessment practices"* (Instructor.5).

**Instr.2:** *"Of course, anyone who teaches this course should have knowledge, skills, and some experience in assessment. But you know, it is hard to find a lecturer who is specialized in each domain, especially in LTA".*

Other institutional problems that the ELTEC instructors referred to were their heavy workload in terms of the hours of teaching each week (n.4) and the lack of collaboration among instructors(n.4)teaching the ELTEC or other pedagogical knowledge and pedagogical content knowledge courses that are

necessary to feed each other in terms knowledge and skills to better and more effectively train the prospective EFL teachers. One of the ELTEC instructors specifically complained about the lack of uniformity among different sections of the ELTEC taught by different instructors, especially in term of assessment methods used by the instructors, which she underlined, resulted in lack of motivation on the part of the students as in the following:

**Instr.8:** *"...For example I value the practical aspect of LTA more, so I assign students with many tasks and application-oriented projects. However, the other instructor carries out the course focusing more on the theoretical aspect sticking to the course-book only and administering a test with multiple-choice questions rather than giving assignments and projects. This seriously decreases students' motivation".*

Another set of problems and/or challenges encountered by the ELTEC instructors was found to be about the students in general. As can be seen in Table 4.29, most of the student-related problems, as the ELTEC instructors reported (n.11), were related to their study habits and their negative impacts on the teaching and learning of the LTA topics. For example, 9 ELTEC instructors complained about students' lack of reading habits which led to allocating more time on lecturing and less or sometimes no time on practice in the class, then as expressed by one of the ELTEC instructors *"The most challenging part becomes to derail from the theoretical side of the course and make it more practical"*(Instructor 5). They also underlined the complex nature of theoretical aspects of LTA, therefore, the need to lecture on such theoretical topics. They maintained that when the students came to class having read the assigned chapters and/or articles, they at least had familiarity with the topics of the corresponding week so that the lessons became more interactive. Moreover, the results also revealed students' negative affective attitudes as challenges faced by the ELTEC instructors (n.6) specifically against statistical concepts and analyses.

**Instr.5:** *"The biggest problem is students' resistance to learn quantitative aspect of testing such as item discrimination and difficulty".*

Table 4.29  
*Frequency of student-related problems mentioned by the ELTEC instructors*

Student-related problems	Frequency	Sub-problems for study habits	Frequency
1. study habits	11	1.1. lack of reading habit	9
		1.2. aim for only passing the course	4
2. students' resistance to learning certain topics	6		
3. students' anxiety about finding a job	5		
4. lack of knowledge transfer from other methodology courses into the ELTEC	4		

The ELTEC instructors reported that the pre-service EFL teacher were often scared of the quantitative issues in courses or since they developed a kind of fixed mindset towards statistical analyses in the sense that they will not need them while teaching or assessing the language, they resisted learning them.

Moreover, 5 ELTEC instructors highlighted the negative impact of the anxiety and stress about finding a job that the students suffered during the last semester of their education. They further explained that sometimes their minds were too occupied with the stress of whether they would find a job right after graduation that they couldn't really concentrate on the course but tried to pass the course only.

Lastly, 4 ELTEC instructors emphasized the negative consequences of the students' lack of knowledge transfer from other pedagogical content knowledge courses such as teaching language skills, teaching English to young learners,



materials development, adaptation, and evaluation as well as general measurement and evaluation course.

**Instr.11:** "...The students simultaneously take materials development course, but there is **little knowledge infusion and transfer from that course into the ELTEC**. They take teaching language skills and other methodology courses, yet **I don't see the necessary knowledge transfer from these courses, either**. I especially observe this in testing writing. For example, when I ask them to prepare a writing task for a specific grade and proficiency level, they bring a ready-made task, and it is not appropriate for that age group and level. However, they have taken courses related to how to teach language skills and prepare tasks for each. **They should have come with a necessary background, yet unfortunately, they don't**. As a consequence, attempt to learn testing language skills fails".

The knowledge and skills that pre-service EFL teachers have acquired in these courses have been underscored as the knowledge base for language assessment literacy by the ELTEC instructors when they were asked to define what LAL for prospective EFL teachers should include. Therefore, it was stated by these ELTEC instructors that when and if the students do not relate the acquired skills and knowledge of how to teach productive and receptive language skills and language areas and how to develop activities and tasks considering the age and proficiency level of the students, it will be very difficult and almost impossible for the pre-service EFL teachers to get an understanding of how to assess.

**Instr.15:** "If the ELTEC does not go as successfully as needed, then it most probably means that students do not know methodology of language teaching, teaching language skills and sub-skills and how to integrate them well. Therefore, when it comes to application, they have difficulty in transforming a learning task into an assessment task".

Referring to the students' lack of knowledge transfer from teaching language skills course, one of the ELTEC instructors accentuated the significance of

pedagogical content knowledge base of the pre-service EFL teachers with the following words:

**Instr. 11:** "...For instance, you assign the students to write questions to assess a reading sub-skill, but they **do not recall the knowledge from teaching reading skills**, then you need to teach how to teach reading skills in LTA course. We already start reminding how to teach to move on how to assess phase, defining the construct; we try to develop that awareness; however, **if the students do not transfer their knowledge of language skill teaching, it takes too much time to re-teach all in order to teach LTA**".

With the words given above, the ELTEC instructor put forward how important it is to create awareness on the part of the pre-service EFL teachers to establish a relationship between teaching language skills and assessing these skills. If the pre-service EFL teachers lack this awareness and cannot transfer their knowledge of language teaching methodology, then "*briefly the LTA course becomes beneficial only to refresh the contents of how to teach language skills. That's, we can say that it indirectly helps consolidate other skills*" (Instr. 11) rather than teaching how to assess language skills. Consequently, this problem doubles already existing time limitation problem mentioned almost by all of the ELTEC instructors beforehand.

The last category of problems encountered by the ELTEC instructors (n. 15) was found to be the ones related to educational system in Turkey. Accordingly, out of 21 ELTEC instructors, 14 called attention to the predominance of testing in the culture of learning and teaching in Turkey due to exam-orientedness in educational system as shown in Table 4.30. They argued that the testing-dominant educational culture affected the pre-service EFL teachers negatively resulting in the idea that they will only make use of tests with multiple-choice questions, matching and true/false questions to assess their students when they are certified to be an EFL teacher as one of the ELTEC instructors stated in the following quotation:

**Instr.2:** *"...when our students take the course, they think assessment only as testing. They are in a position to view assessment as consisting of multiple choices, true-false statements so on".*

They further explained that such conceptualization of pre-service EFL teachers' often resulted from their bad and inappropriate assessment experiences or summative assessment-oriented experiences as students in their educational life. Thus, it is highly possible for EFL teachers to subconsciously reflect their previous experiences of summative assessment which is difficult to be changed by receiving professional training (Borg, 2003; Yin 2010).

Table 4.30

*Frequency of problems related to educational system in Turkey mentioned by the ELTEC instructors*

<b>Problems related to educational system in Turkey (n.15)</b>	<b>Frequency</b>
1. negative impacts of testing-dominant culture on the pre-service EFL teachers	14
2. pre-service EFL teachers' preconception of using ready-made tests in their job	5

As one of the ELTEC instructors voiced, *"in Turkey, assessment is almost always carried out using tests, quizzes, and written exams"* (Instructor 10). One of the ELTEC instructors expressed this situation with a fitting metaphor saying *"Turkey is a real testing garbage dump"* (Instructor 21) where language testing and assessment is not carried out in the way language is taught, but language teaching is shaped to teach to the tests which are often ill-prepared and lack validity and reliability principles (Büyükkarcı, 2014; Haznedar, 2012; Köksal, 2004; Sarıçoban, 2011). Therefore, as suggested by the ELTEC instructors, the students are in the opinion that there is a mismatch between assessment methods used in schools and EL teacher education programs when they are taught alternative assessment tools and statistical concepts and analyses because it is often the case in the countries "where high-stake testing dominates the educational policy and the reflection of formative assessment in

the classes comes out with some problems [...]" (Özdemir-Yilmazer & Özkan (2017, p. 337).

In addition, 5 ELTEC instructors stated that there is common trend of using ready-made tests to assess students' language skills among in-service EFL teachers in schools rather than preparing their own tests because publishers provide them with ready-made tests accompanying the course books or since they have already heavy work-load. Hence, observing the reality, the pre-service EFL teachers preconceive that they will not prepare their own exams to assess their students, which in return brings them into doubt regarding the usefulness of learning how to develop tests as illustrated in the following quotation:

**Instr.3:** "*....Pre-service EFL teachers' negative assessment experiences as students in the past and their preconceived opinions cause them to ask: "We learn certain things, but that is not how things are done in reality, ....so why are we learning this?" As a result, their motivation declines...."*

This findings support Lam (2015) who found out that most of the pre-service teachers in language teacher education programs in Hong Kong remained doubtful about certain language testing and assessment knowledge skills and their application in their practicum and future professional careers. Therefore, he recommends that bridge the theory–practice gap, LTA course instructors, practicum supervisors, and program directors can cooperatively work and incorporate knowledge and skills of LTA in teaching practicum to promote LAL development (Lam, 2015).

#### **4.6.1. What are the solutions and suggestions to these problems and challenges provided by the ELTEC instructors?**

As a sub-research question of the research question 5 where the ELTEC instructors were asked to list the problems and challenges they faced in planning, teaching of, and/or assessing in the ELTEC, they were also requested to state what they did to solve these problems and overcome the challenges together with their suggestions to teach the ELTEC more effectively.

Overall, the findings revealed significant solutions and suggestions of the ELTEC instructors that can be clustered around four themes; that's, solutions and suggestions about teaching of the ELTEC (n.21); for the instructors teaching the ELTEC (n.21), changes in the EL teacher education curriculum (n.16), the educational system in Turkey (n.9).

First category of solutions and suggestions identified was how to teach the ELTEC to provide solutions for the problems and challenges encountered in the ELTEC. As can be observed in Table 4.31, 20 ELTEC instructors underlined how important it is to be a role model for the pre-service EFL teachers using good and quality assessment practices to assess their learning as well as contribute to their learning. Furthermore, out of 20 instructors highlighting the significance of setting an example with quality and principled-assessment methods, 14 specifically emphasized the use of both formative assessment and summative assessment with a more focus on the formative assessment as can be seen in the following quotation:

**Instr.8:** *"Formative assessment should be followed to assess the students in this course rather than just summative assessment. In addition to formal exams, we should utilize quizzes and projects. Students' attitudes and motivation to learn LTA are influenced by how the instructors assess them in this course".*

It was stated by the instructors that, in this way, the students had the opportunity to observe and learn from their observations of how summative and formative assessments were carried out utilizing the principles of language testing and assessment. Therefore, ELTEC instructors highly suggested that the instructors be a role model and assess pre-service EFL teachers' achievements by not only using traditional assessment tools such as tests with frequently used items like multiple choice questions and true/false questions, but also a wide range of item types appropriate for the knowledge and skills to be assessed and alternative assessment tools such as portfolios, projects, self-and peer-assessment with regular feedback.

Second, out of 21 ELTEC instructors, 19 pointed to the usefulness of giving real-life examples to illustrate the theoretical issues of LTA like achievement tests such as midterm and final exams they were administered as students, proficiency tests such as TOEFL, IELTS, and YDS (i.e., national central foreign language exam in Turkey) and discuss their features and purposes as a test as well principles of testing and assessment as clearly seen in the following quotations from three ELTEC instructors.

**Instr.1:** "*...I bring real life exams or even the midterms and finals I used in this course so far....*"

**Instr.3:** "*..We can include test evaluation tasks such as evaluating standardized tests and exams used in practicum schools and evaluate them...*"

**Instr.16:** "*...I can suggest that the course should be taught relating the contents with daily life, and the students' own experiences and lives*".

This finding reinforces the usefulness of personalization as an instructional strategy that helps enlightening rather technical and theoretical topics of LTA for the students to better and easily comprehend these abstract notions. Third suggestion mentioned by almost all of the instructors about how to teach the

ELTEC was to integrate more practice into the lesson (n.19). In the previous research question, it was revealed that all of the ELTEC instructors complained how limited the time was to do hands-on tasks in the class to put

Table 4.31

*Frequency of the ELTEC instructors' suggestions regarding teaching of the ELTEC*

<b>Suggestions for teaching of the ELTEC (n.21)</b>	<b>Frequency</b>
1. instructors as role models for good assessment practices	20
2. bringing published tests and test items as examples	19
3. more application-oriented tasks in the course	19
4. simplifying the theoretical content	10
5. balancing the theory and practice	2
6. flipping the classroom	2

theoretical knowledge into practice. Moreover, the results underlined the invaluable contribution of doing in-class and outside the class practices to the LAL development of the pre-service EFL teachers given the complex and technical nature of language testing and assessment. As detailed by the ELTEC instructors, *“If the ELTEC is taught giving priority to the theoretical aspects by just defining and discussing, for example, what standard deviation, test items, and statistical analyses of test results, then it will not work. I believe more practices are necessary; in fact, the course needs to be taught predominately focusing on applications and practices”* (Instructor 16). Out of 19 ELTEC instructors who suggested and supported including more practices in the course, 5 stressed the benefits of designing cases and scenarios for creating discussion platform where they can use the theoretical principles of LTA and make interpretations.

**Instr.16:** *“...For example, while teaching validity and reliability, I bring examples from the testing system in Turkey and design practices and scenarios for the students. Then, I encourage them to contemplate and comment about the validity and reliability”.*

Furthermore, one of the instructors detailed what she did in order to eliminate the negative impact of crowded classrooms and to include practice despite time limitation:

**Instr.15:** “...There is a chain of work in big testing companies where there is a circle of preparing the substructure, item writing, item checking, item analysis, etc. I organized similar circles of 25 students each. Each group completed 3 or 4 projects. The projects consisted of all of the steps of test development, and everybody needed to be aware of the whole process in order to analyze and evaluate previous steps, so everybody worked. The ones who didn't were fired. The description of the task design itself was 11-page long. The students complained at first, but they went through quite a different experience. They won't forget it. One needs to push the limits for such a course that needs to be highly practice-oriented”.

In line with the previous findings where the ELTEC instructors stressed the need for including as many practical tasks in the ELTEC as possible since the theoretical and technical issues of LTA were difficult to be comprehended and internalized by the students, it was also suggested by half of the instructors (n.10) that the instructors simplify the theoretical contents of the ELTEC for the ease of understanding as well as eliminating or decreasing the affective filter of the students.

**Instr.9:** “The theory of testing course is specific to testing course with loaded terminology and theoretical issues. Therefore, I try to lecture on them myself. I even try to help students by simplifying the contents and communicating them through power point presentations”.

Jeong (2013) and O'Loughlin (2013) and Pill and Harding (2013) all taking similar position to language testing and assessment call attention to the language and discourse of language testing referring to its overly technical nature for a non-specialist audience. Moreover, they even warn that this technical nature may generate misconceptions. Therefore, all three researchers suggest that innovative and effective ways of theoretical and practical aspects



of LTA should be communicated in a way that these issues become comprehensible and accessible to non-experts of LTA, for example, through an online module for pre-service EFL teachers. Other two solutions and suggestions enumerated by the ELTEC instructors were balancing the theory and practice (n.2), flipping the classroom (n. 2). While a considerable amount of the instructors suggested that the ELTEC should be more practice-oriented accompanied with simplified lecture on the theoretical issues of LTA, 2 ELTEC instructors valued a balanced amount of focus on both theory and practice for an effective teaching of the ELTEC.

Furthermore, 2 instructors recommended flipping the classroom specifically referring to providing solutions for the lack of time for teaching both theoretical and practical aspects of LTA in the course. Namely, they explained that the pre-service EFL teachers can be assigned to read the related chapters of the course-book, or the other necessary reading materials outside the class, and when they came to class, they were engaged with problem-solving tasks, discussions and/or tasks and practices to apply the knowledge they read under the guidance of the teacher educator. Although she did not voice this as a suggestion, from her description of how she taught the course, it was found out that one of the ELTEC instructors used flipped-classroom in order to allocate more time for applications at the third time of her teaching the ELTEC. Accordingly, she assigned the students to do the readings related to the topics of each week at home and ask questions related to the parts they had difficulties in understanding in the class.

**Instr.9:** *"..... One more suggestion would be to flip the classes to assign students to read the articles and do some tasks at home, so that we can allocate more time for application in the class"*

Second category for the solutions of the problems and suggestions for effective teaching of the ELTEC was related to the instructors teaching the ELTEC.

First, significant number of the ELTEC instructors (n.20) stated that the teacher educators teaching the ELTEC should involve in professional development activities in LTA issues. Out of these 20 ELTEC instructors, 17 suggested that the teacher educators responsible for developing the pre-service EFL teachers' LAL should develop their own assessment practices and carry out assessment procedures in the ELTEC in line with the testing and assessment principles to contribute to students' learning of LTA by also observing. Second, almost half of the instructors (n.9) recommended that more teacher educators be specialized in the field of LTA by either writing an MA or PhD thesis or conducting research on LTA. This finding supports Volante and Fazio (2007) who argue that "teacher educators' assessment strategies should be used to facilitate the scaffolding of student knowledge and skills" (p. 762).

Table 4.32

*Frequency of the ELTEC instructors' suggestions for the instructors teaching the ELTEC*

<b>Suggestions for the instructors teaching the ELTEC (n.21)</b>	<b>Frequency</b>	<b>Sub-suggestions</b>	<b>Frequency</b>
<b>1.</b> Professional development practices in LTA	20	<b>1.1.</b> updating and improving their LAL	17
		<b>1.2.</b> more instructors specialized in LTA	9
		<b>1.3.</b> following the developments in the field of LTA	6
<b>2.</b> Collaborating and coordinating with the stakeholders	13	<b>2.1.</b> coordinating school experience and practicum courses with ELTEC	8
		<b>2.2.</b> cooperating with instructors teaching other methodology courses and general measurement & evaluation course	7
		<b>2.3.</b> cooperation among ELTEC instructors in Turkey (e.g., organizing workshops)	2
		<b>2.4.</b> inviting guests from testing world	1

This finding is consistent with Taylor's (2009) suggestion to improve pre-service EFL teachers LAL development in teacher education programs that LTA course instructors receive professional development regarding how to

communicate recent assessment theories, practices, and principles to prospective language teachers by participating seminars, conferences, polishing their knowledge through text-based materials, and workshops provided by their educational institutions.

Third, 6 ELTEC instructors reported the suggestion that the teacher educators who will teach the ELTEC follow the recent developments in the field of LTA so that they keep track of the new trends and improvements to better train prospective EFL teachers to fulfill the needs of EFL teachers and students in the 21<sup>st</sup> century education.

**Instr.9:** *".....We should keep abreast of all the latest developments...."*

The findings also revealed solutions and suggestions in relation to communication and the level of cooperation between stakeholders in the educational system in the EL teacher education programs (n.13). Of the 13 instructors who recommended more collaboration and communication among stakeholders, 8 indicated how mutually contributive the ELTEC and school experience and practicum courses would be when taught in a coordinated way. In other words, they suggested that the ELTEC instructors should teach the school experience and practicum courses as well to align the tasks and practices that the students are expected to do in the practicum schools with the tasks and topics of the ELTEC so that the pre-service EFL teachers can have a chance to consciously observe the real language assessment practices in classroom and to apply item writing, test construction, and the interface between teaching and learning. As another option for this suggestion where it is not possible for the ELTEC instructors to teach the practicum courses at the same time, the ELTEC instructors highlighted the need and the value of cooperating with the teacher educators who are responsible for the school experience and practicum courses.

**Instr.16:"** *The students can develop tests for the students in the practicum courses and administer them to the students to see whether they really work or not. It would be really beneficial".*

Among the ELTEC instructors participated in the interview, one mentioned such an application which was determined as a test construction project for the groups of students they observed in the practicum schools. She indicated that this project worked really well and reinforced the theoretical issues of LTA they learnt in the ELTEC with a chance to apply them in real classroom environment with real assessment purposes. However, she also warned us that it entailed regular and constant feedback for each step of the students' test development phase because they would apply the tests with real students in a class taught by a mentor teacher.

As reflected from the findings, when LAL was not formally evaluated during the practicum, pre-service teachers would then ignore its potential impact on the processes of teaching and learning. It is hoped that the inclusion of LAL into the assessment of pre-service teachers' pedagogical skills can enhance awareness and competence when they assess their own school students more effectively, that is, loop input in experiential teacher training. While it may be challenging to assess pre-service teachers' LAL especially within one single lesson, program directors and practicum supervisors may require teachers to videotape their assessment practices for both summative and formative assessment purposes. They are also encouraged to produce reflective portfolios for recording their own beliefs in assessing school students' English abilities in relation to the knowledge, practices, and principles learnt from the language assessment training (Lam, 2015).

In addition, 7 ELTEC instructors highlighted the necessity of communicating and collaborating with the other teacher educators teaching the methodology courses and general measurement and evaluation course. As it was uncovered in the third research question in this study, the knowledge base of LAL consists

of pedagogical knowledge and pedagogical content knowledge because without knowing how to teach language skills and areas to specific age and proficiency level groups of students, and necessary background knowledge of testing and assessment in education in general, it is impossible to learn how to test and assess students' achievements and learning in the language. Therefore, in order to solve the time limitation problems in the ELTEC and train the prospective EFL teachers to develop their LAL efficiently and effectively and also to ensure they have the necessary state of readiness to learn LTA, the ELTEC instructors suggest the ELTEC instructors work cooperatively with the methodology teachers in the EL teacher education programs. Furthermore, when and if some important issues and concepts of LTA are embedded in other methodology courses such as teaching language skills teaching English to young learners, and methods, approaches, and techniques in ELT, then the pre-service EFL teachers have the chance to get familiar with LTA concepts and development of such a complex phenomenon- language assessment literacy would not be left and delayed until the time of the ELTEC as also suggested by Kahl et al. (2013) as in the following:

"Promote candidates' mastery of assessment literacy knowledge and competencies in pre-service programs by including separate course work focused on assessment, embedding assessment topics in content and methods courses, and providing opportunities to enable candidates to apply what they have learned" (p. 3).

This finding also supports Siegel and Wissehr (2011) who suggest incorporation of topics of LTA within pedagogical content knowledge courses such methods and approaches in ELT, teaching language skills, teaching English to young learners, and language methodology courses so that prospective EFL teachers can not only get deeper understanding of the intersected nature of teaching and assessment but also develop their language assessment literacy extending over a time period.

Moreover, Hatipoğlu (2010) reveals that pre-service EFL teachers hold a similar idea that they can be provided with the opportunities to learn and practice LTA topics earlier in their training program considering the importance of LTA knowledge and skills for their professional development.

Last two suggestions for the ELTEC instructors were cooperation among the ELTEC instructors throughout Turkey by creating online platforms or organizing workshops to share knowledge and experiences (n. 2), and inviting guests from the testing world into the classroom to create an opportunity for the pre-service EFL teachers to gain insights from the experiences of a testing expert (n.1).

Table 4.33

*Frequency of the ELTEC instructors' suggestions for changes in the EL teacher education curriculum*

<b>Suggestions for changes in the EL teacher education curriculum (n.16)</b>	<b>Frequency</b>	<b>Sub-suggestions</b>	<b>Frequency</b>
<b>1.</b> increasing the number of the LTA courses	11	<b>1.1.</b> dividing the ELTEC in two courses in terms of theory & practice	9
		<b>1.2.</b> dividing the ELTEC in two courses in terms age groups	8
		<b>1.3.</b> dividing the ELTEC in two courses in terms of language skills	3
<b>2.</b> placing the ELTEC in the 7 <sup>th</sup> semester in the curriculum	9		
<b>3.</b> determining & organizing the content of the ELTEC	10	<b>3.1.</b> selecting topics for context-specific LTA	8
		<b>3.2.</b> enriching the materials with articles and various useful course-book	5
		<b>3.3.</b> delaying the statistical concepts for later weeks of instruction	1
		<b>3.4.</b> incorporating 21st century skill-based assessment topics	1

The results showed that 16 ELTEC instructors listed solutions and suggestions for necessary changes in the EL teacher education curriculum under three categories as displayed in Table 4.33. First category of suggestions was related to increasing the number of the LTA courses in the EL teacher education curriculum. Out of these 16 ELTEC instructors, 11 recommended adding at least one more LTA course to the curriculum to eliminate all of the time-related problems in the ELTEC. For example, ELTEC instructors stated that the ELTEC can be divided into two courses to be taught in two subsequent semesters.

In the first course, the theoretical issues and concepts together with all the traditional testing methods are taught, and in the second one the students apply the theoretical concepts and learn alternative assessment tools. What's more, 2 ELTEC instructors even underscored the need for 3 ELTEC courses in the EL teacher education curriculum: a LTA course designed to teach theoretical basis of LTA; one course with necessary classical and traditional testing tools and techniques; one course with alternative assessment tools including assessing young learners. This way, they argued, teacher educators would not face with the challenge of selecting certain topics over others; they could include as many application-oriented tasks as necessary in these 3 inter-relayed courses in the semesters that come one after another.

The findings also revealed that of the 11 ELTEC instructors suggesting an increase in the number of LTA courses in the curriculum, 8 had the opinion that urgent actions should be taken to provide a separate course for assessing young learners. Almost all of these instructors highlighted the fact that the nature of assessing young learners is very different from that of adult learners because of different dynamics of learners with different ages as illustrated in the following quotation from the responses of the instructor 2.

**Instr.2:** *"It is **definitely necessary** to have a separate course for this aim. For example, assessment can be done for any age level, young learners as well; **student-teachers must know how to assess listening among young learners** for example. You **can't assess listening skill by preparing multiple-choice questions**. You should ask them for example to paint something depending on the instructions given in the test".*

**Instr.5:** *"We **need a separate course for assessing young learners** for sure. **Assessing adults' language skills and young learners' are different**. Since we cannot assess them using sit-down exams, **different methods are needed...."***

Three of these instructors voiced a suggestion that one more ELTEC should be added to the curriculum in which assessing language skills is divided into these courses such as principles and techniques of assessing productive skills in the ELTEC 1 and principles and techniques of assessing receptive skills and language areas in the ELTEC 2 so that balanced amount of time can be allocated both for theoretical and practical aspects of language testing and assessment covering a wide range of assessment methods for different age and proficiency level groups.

The second category of the solutions and suggestions for the change in the EL teacher education curriculum was related to the placement of the ELTEC in the program. 9 ELTEC instructors recommended that the ELTEC be moved to the 7th semester in the third year of the EL teacher education program. The results of the study to answer the research question 2 where the opinions of the ELTEC instructors regarding the number and the placement of the ELTEC in the curriculum were investigated revealed that 8<sup>th</sup> semester was not the right time to offer the ELTEC due to several valid reasons such as already overloaded program in the 8<sup>th</sup> semester and the necessity of applying LTA issues in



the practicum schools before the pre-service EFL teachers had not learnt and internalized all of the contents of LTA.

The ELTEC instructors also provided suggestions and solutions as to determining and organizing the contents and topics of the ELTEC (n.10). First, referring to the responsibilities of the EFL teachers related to classroom-based assessment and the educational contexts where the graduates of EL teacher education programs in Turkey will work, 8 ELTEC instructors strongly suggested that the teacher educators determine the topics and contents of LTA that will serve the EFL teachers' purpose in their work contexts.

**Instr.9:** *"....We should examine the students profile and their needs in Turkey and train the pre-service teachers accordingly. We cannot cover everything necessary in a single course. However, we should know what the graduates of ELT programs should need the most, and organize our courses accordingly...."*

They accentuated that what EFL teachers need the most related to skills and contents in LTA is actually practical tips and knowledge for them to use while on the job rather than bombarding the students with theoretical knowledge they will not need in classroom-based language assessment practices.

Second, 5 ELTEC instructors pointed to the need to diversify the materials used in the ELTEC because limiting the topic and contents to the ones available in the major course-book chosen runs the risk of missing out certain essential and useful knowledge and skills in LTA. Therefore, as can be seen in the quotation from the instructor 1 below, they recommended that the instructors enrich the course materials with articles and related book chapters that are in line with the students' capacity of understanding.

**Instr.1:** *"The solution is pay more attention to planning session, try hard, search more from related articles, chapters from different*

*course-books and from different well-known people in the field and add up good practices both in and out of class practices...".*

Although mentioned only by one instructor, two more noteworthy suggestions and solutions listed were incorporating 21<sup>st</sup> century skill-based assessment topics and delaying the statistical concepts and analyses until the pre-service EFL teachers have been relieved from the anxiety due to the idea of involving in quantitative analyses and calculations.

Final category of solutions and suggestions revealed from the responses of the ELTEC instructors was related to the educational system in Turkey that requires actions from policy makers in the educational system (n.9) as can be observed in Table 4.34. These instructors reported that testing-oriented educational culture in Turkey negatively affects the decisions and actions of EFL teachers regarding how and what to teach in the class therefore influencing students' learning. Moreover, the instructors stated that due to over-emphasis on tests and traditional testing tools, alternative assessment tools is not preferred and used by most of the in-service EFL teachers. This, in return, shapes the pre-service EFL teachers conceptualization and realization of testing and assessment in a negative way forcing them to believe that alternative assessment tools and formative assessment will be no good use for them in their profession. Thus, the ELTEC instructors' suggestion has the characteristics of a call for restructuring the approach to LTA in schools and relying more on formative assessment rather than only summative assessment.

**Instr.1:** *"We are a testing-dominant country. The kind of assessment should change in Turkey. I mean the language assessment".*

Similar to the findings of this study, Leung and Scott (2009) call for dismantling heavily test-oriented schooling regime by adopting a policy of

"assessment for learning", putting the possible positive contributions of assessment to learning at the center.

Table 4.34

*Frequency of the ELTEC instructors' suggestions regarding the changes in educational system in Turkey*

<b>Suggestions regarding the educational system in Turkey(n.9)</b>	<b>Frequency</b>
1. restructuring the approach to LTA in schools	7
2.increasing the cooperation & communication among stakeholders (e.g. MoNE & CoHE)	3

Finally, in line with the previous suggestion of restructuring the LTA approach in educational system in Turkey, 3 ELTEC instructors also called attention to increasing the cooperation and communication between Ministry of National Education and Council of Higher Education informing and consulting each other in educational reforms and changes so that there can be a uniformity both in terms of teaching the language and testing and assessment practices carried out inside the classrooms and nationwide. The findings show us that despite several projects and reforms in the EL teacher education programs and faculty of educations with an attempt to provide quality teacher training for at universities in Turkey, where the lack of communication and cooperation between MoNE and CoHE were also referred in 1998 and 2006 (Hatipoğlu, 2017), teacher educators complain that the lack of communication and mismatch between two significant educational policy-making bodies in Turkey still prevail.

**4.7. Research Question 1.6: What are the ELTEC instructors' observations about the pre-service EFL teachers' attitudes towards ELTEC?**

With the aim of examining the ELTEC instructors' observations about the pre-service EFL teachers' attitudes towards the ELTEC, they were asked to share

their observations of how the students found their course (i.e., practical, too practical, theoretical, too theoretical, a nice balanced between theory and practice, difficult, useful etc.) and what they thought about the students' attitudes and behaviors towards the course in general and language testing and assessment specifically. These two interview questions elicited responses that can be clustered into two groups; that's, affective attitudes and perceptions of testing and assessment.

Although 3 ELTEC instructors underlined the critical role of the teacher educators in shaping pre-service EFL teachers' attitudes towards the ELTEC stating that *"students tend to find many courses unimportant, but in LTA course, the attitude of the instructor definitely affects students' attitudes either positively or negatively"* (Instructor 5), in general 17 instructors expressed observations related to the students' their affective attitudes towards the course. As can be seen in Table 4.35, 12 ELTEC instructors stated that pre-service EFL teachers reflected high motivation and interest in the course because they were aware of the importance of testing and assessment for students' learning and achievements.

Table 4.35  
*Frequency of pre-service EFL teachers' affective attitudes as observed by the ELTEC instructors*

<b>Affective attitudes (n.17)</b>	<b>Frequency</b>
1. high motivation and interest in the course	<b>12</b>
2. resistance to learning certain topics of LTA	<b>6</b>
3. students' negative reactions towards exams themselves	<b>3</b>

On the other hand, out of the 17 ELTEC instructors mentioning their observations about students' affective attitudes towards the ELTEC, 6 pointed to the strong resistance to learning certain topics of LTA specifically statistical concepts and analyses. Interestingly, the results also revealed that the pre-service EFL teachers displayed negative reactions against the assessment

methods themselves especially against pen and paper exams themselves. Of the 17 ELTEC instructors, 3 reported that they received complaints about the formal written exams they administered as one of the assessment methods among others such as test construction project, quizzes, and weekly tasks for test and/or item analyses. One plausible explanation for their negative attitudes against how they are assessed and/or the formal written exam in a course where they are trained to learn how to test and assess language skills of their future students might come from the lack of awareness of the importance of using not only formative assessment but also summative assessment to see the progress of the students as well as measure their learning.

**Instr.3:** *"As a student, they hate exams and they are scared of them. As a teacher, they see testing as marking and grading papers. Testing is a part of learning, it cannot be thought something independent. We need to incept this understanding in the mind the students".*

The findings also revealed how pre-service EFL teachers perceived the ELTEC and language assessment and testing as observed by the ELTEC instructors. Of the 21 instructors 18 reported their observations that the students found the ELTEC useful for their profession as shown in Table 4.36. However, 14 instructors also stated that while the students perceived what they learnt in the ELTEC as beneficial and useful for them as prospective EFL teachers, they also found the contents of the course quite difficult. The reason why pre-service EFL teachers considered the ELTEC as a difficult course was also linked to the fact that they perceived the ELTEC as too technical with a lot of theoretical issues and concepts (n.11).

**Instr.1:** *"Honestly speaking, I go for practical activities too much, I don't think they find it easy, but they find it useful. Sometimes they complain about why this course is that difficult. But starting with the right feedback to give them to their exams, they find it really interesting".*

Out of 21 ELTEC instructors, 7 expressed that the students often found their courses as nicely balanced between theory and practice. They explained that immediately after they lectured on theoretical concepts and topics, they set tasks and activities to exemplify the concepts and gave the students an opportunity to put the theory into practice. On the other hand, 4 ELTEC instructors emphasized that the pre-service EFL teachers found the ELTEC as a practical course thanks to various application-based tasks and projects related to item writing, test construction, and analyses of test items and tests.

Table 4.36  
*Frequency of pre-service EFL teachers' perceptions of the ELTEC and testing & assessment as observed by the ELTEC instructors*

	<b>Perceptions of ELTEC &amp;testing and assessment (n.21)</b>	<b>Frequency</b>
<b>1. Perception of the ELTEC</b>	<b>1. 1.</b> useful	<b>18</b>
	<b>1. 2.</b> difficult	<b>14</b>
	<b>1. 3.</b> too technical/ too theoretical	<b>11</b>
	<b>1.4.</b> balanced in terms of theory and practice	<b>7</b>
	<b>1.5.</b> practical	<b>4</b>
<b>2.Perception of language testing and assessment</b>	<b>2.1.</b> being aware of the importance and function of LTA	<b>10</b>
	<b>2.2.</b> narrowly conceptualizing assessment	<b>8</b>
	<b>2.3.</b> disbelief in the utility of alternative assessment tools in their teaching contexts	<b>5</b>
	<b>2.4.</b> lack of awareness for the importance of LTA and interface between testing and teaching	<b>5</b>

Second category of the ELTEC instructors' observations about pre-service EFL teachers' attitudes was related to their perceptions of language testing and assessment. Accordingly, 10 ELTEC instructors stated that the students had the awareness of the significance and functions of testing and assessment in language teaching and learning as stated in the following quotations by one of the ELTEC instructors.

**Instr.1:** *"I believe that they really like the course because **most of them understand why they are taking the course**. They believe that **good teaching lies on partly on good testing as well**. **Testing and teaching are interrelated**. In order to have a good learning outcome, we need to test accordingly".*

On the other hand, although the number was low, contrary to what 10 ELTEC instructors stated about the pre-service EFL teachers' awareness regarding the significance of LTA, 5 ELTEC instructors reported that what they observed from the students' behaviors was the lack of awareness for the importance of LTA and interface between testing and teaching. In the light of their teaching experiences and observations in the class, the ELTEC instructors mentioned that most of the pre-service EFL teachers considered teaching process as the core aspect of language education while perceiving testing and assessment as a subsidiary procedure that needs to be carried out to formally recording the students' achievements. Furthermore, as can be observed in the quotation taken from the responses of the instructor 2 below, the teacher educators emphasized that the students developed a wrong preconception that they will be only using ready-made tests downloading them from the internet or photocopying them from the supplementary materials provided by the publishers in the field instead of preparing the tests themselves.

**Instr.2:** *"They make most of this knowledge in their teaching career. But in general of course they become more aware of assessing language. There is also the case in mainstream schools where **lots of teachers borrow the available assessment materials on the internet**. **They don't prepare tests**".*

This lack of awareness for the significant role of LTA and its interrelated nature with teaching and learning was further associated with other two perceptions of the pre-service EFL teachers. Accordingly, 8 ELTEC instructors reported having observed narrow conceptualization of assessment on the part of the students because *"they think assessment only as testing, and they are in a position to view assessment as consisting of multiple choices, true-false*

*statements so on"* (Instructor 2), and also 5 other ELTEC instructors stated that the pre-service EFL teachers often did not believe the utility of alternative assessment tools in their teaching contexts as clearly stated in the following quotation.

**Instr.6:** *"What the students were often complaining about was that they learn alternative assessment tools such as portfolios, but when they graduate and start working, all they will be using multiple choice questions, fill-in-the blank and true/false items. They are closely acquainted with reality of Turkey. I was observing that they study to pass the course, and they are not really aware of the importance of testing. Students say that even if we teach those things, they won't be using them in their profession. MoNE should do something about the assessment practices in state schools".*

The ELTEC instructors attributed these disadvantageous conceptions of the pre-service EFL teachers to their bad assessment experiences earlier in their educational lives as students due to the test-oriented educational system in Turkey where teachers often teach to the high stakes tests and use traditional testing tools and techniques in their assessment procedures eliminating and or minimizing the use of alternative assessment tools such as portfolios, learner diaries, conferencing, self-and peer-assessment. Moreover, pre-service EFL teachers generally get confused by the mismatch between theory and practice in the sense that teacher educators themselves don't apply these principles and theoretical concepts of LTA in their own courses. Put it differently, when pre-service EFL teachers do not observe that the teacher educators themselves do not make use of the assessment methods that they argue as useful and important, then they doubt the utility of these methods and regard them theoretical issues to learn just to pass the course. Therefore, the biggest challenge in promoting assessment literacy seems to be persuading end-users, in this case, prospective EFL teachers that topics of LTA are worth learning indeed (Newfield, 2006).



The findings of this study were also in line with those of Hatipoğlu (2015a) who found out that the local context of education, the local assessment culture, and the pre-service previous assessment experiences as language students might strongly affect their beliefs, perceptions, and expectations about their language assessment literacy training in the ELTEC and their perceived level of significance of LTA training in their teaching profession. This can be further supported with the findings of related studies by Han and Kaya (2014) and Karagül, Yüksel and Altay (2017) who found out that although EFL teachers have high level of awareness of the alternative assessment tools and belief in their usefulness, due to crowded classrooms and limited number of class hours for teaching English, they reported that they did not utilize these tools to assess their students' language skills, but opted for traditional assessment techniques adopting a summative assessment approach. The results of these studies are enlightening because they reveal poor and inappropriate classroom-focused language assessment practices do not only result from the lack or insufficient LTA training received by pre-service EFL teachers in EL teacher education programs, but it is also an undesired by-product of poor physical conditions of classroom in educational institutions EFL teachers work as well as negative impact of test-orientedness of Turkish educational system in Turkey (Hatipoğlu, 2010, 2016a, 2017).

Therefore, what pre-service teachers observe at schools where they go for practicum courses is frequent use of traditional assessment techniques such as fill-in-the blanks, matching, true-false, short answer, and multiple choice questions in their practices in assessing students' language skills (Han & Kaya, 2014; Haznedar, 2012; Köksal; 2004; Kömür, 2018). Tsagari and Vogt (2017) are also in agreement with the idea that "regulations of the national or regional educational authorities highly impact on teachers' assessment practices and procedures" (p.48) because as they found out in their study with primary and secondary EFL teachers in Greece, Cyprus, and Germany, pen-and paper exams are very much a part of their local testing culture, and they frequently

used traditional testing techniques such as fill-in-the blanks and short answer questions as well as translation of isolated words. "As with other facets of teaching and learning such as classroom management or instructional design, teacher candidates seem predisposed to rely on traditional approaches they had likely been exposed to as students themselves" (Volante & Fazio, 2007, p. 761). However, as suggested by Coombe, Folse and Hubley (2007) teachers should keep in mind how certain question types may pose negative impacts on learners' scores and achievements regardless of their proficiency level in English. What's more, while in the ELT Curricula provided by MoNE, communicative approach and CEFR and in its principles are adopted and suggested in teaching English in Turkey, teachers' frequent use of traditional assessment techniques such as fill-in-the blanks, matching, true-false, short answer, and multiple choice questions in their practices in assessing students' language skills (Han & Kaya, 2014; Haznedar, 2012; Köksal; 2004; Kömür, 2018 creates a mismatch between the goals and learning objectives of the curriculum and assessment, which causes negative backwash effect (Tran 2012)-critically detrimental to achieving the learning objectives and students learning.

What is more, Brown and Hudson (1998) warn that "students soon spread the word about such mismatches, and they will generally insist on studying whatever is on the tests and will ignore any curriculum that is not directly related to it" (p. 668) when teachers teach the language communicatively in line with the communicative learning objectives as set in the curriculum, yet persist on assessing students' learning with traditional assessment techniques such as multiple-choice and fill-in-the blanks questions, and this negative backwash effect "will probably begin to work against the students' being willing to cooperate in the curriculum and its objectives" (Brown and Hudson, 1998, p. 68).

**4.8. Research Question 1.7: How do the pre-service EFL teachers evaluate their undergraduate training in LTA?**

To reveal how sufficient the pre-service EFL teachers thought their undergraduate LAL training was, they were first asked whether they would like to work as a teacher after having graduated from the university and whether they would also like to work in a testing unit at schools if there are any. The reason for including such a question in the questionnaire lies in the fact that the scrutiny of the relevant literature shows the scope and nature of LAL training should be different for different stakeholders (e.g., classroom teachers and testing and assessment experts) in assessment-related practices (Giraldo, 2018; Inbar-Lourie, 2008b, 2013; Newsfields, 2006). Therefore, it was thought that the expectations and perceptions of the participants might be affected from the answer to these two questions. As can be seen in Table 4.37, the results showed that a great majority of the pre-service teachers who were about to be certified as an EFL teacher, wanted to actively work as a teacher (92 %), and only 8 % of the informants stated they would not like to work as an EFL teacher. Therefore, these prospective teachers are expected to be aware of the significance of language testing and assessment and possess a high level of LAL to perform quality classroom-based assessment practices in the educational institutions they will be working soon.

Table 4.37  
*Frequency of the pre-service EFL teachers stating that they want to work as a teacher*

	Frequency	Percent
Yes	781	92
No	65	8
Total	843	100

When their answers to the question whether they would also like to be a member of a testing unit at schools or further pursue a career as in a testing unit

of an institution, it was found out that a considerable amount of informants considered working in a testing unit. As shown in Table 4.38 slightly more than half of the pre-service EFL teachers stated that they would like to work in a testing unit actively preparing exams and standardized tests when given the opportunity.

Table 4.38  
*Frequency of the pre-service EFL teachers stating that they want to work in testing units*

	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	431	51
<b>No</b>	415	49
Total	843	100

The results of the cross-tabulation between the groups who would like to work as a teacher and in a testing unit revealed that slightly more than half of the participants (i.e., 53 %) who expressed that they would like to work as an EFL teacher also wanted to engage in testing and assessment applications in a testing unit. These results, in fact, might contribute to the discussion of what LAL training for Turkish pre-service EFL teachers needs to constitute as topics because pre-service EFL teachers have a tendency to work not only as a classroom teacher who is expected to engage in classroom-focused LTA, but also as an examiner and/or item writer for a standardized test, which would undoubtedly require more expertise in knowledge and skills related to content and concepts in LTA such as standardized tests, proficiency and placement tests, item writing, statistical analysis, item analysis, item discrimination, reliability, and validity.

Table 4.39

*Do you want to work as a teacher? \* Do you want to work in Testing Units?  
Cross-tabulation*

		Do you want to work in Testing Units?		Total (n)
		Yes	No	
Do you want to work as a teacher?	Yes	414(53%)	367(47%)	781
	No	17 (34%)	48 (66%)	65
	Total	431	415	846

The findings of this thesis related to ELTEC instructors' opinions of what should be the constituents of LAL for EFL teachers indicated that most of the ELTEC instructors thought statistical concepts and analyses will not be of great use for EFL teachers because they will be often working as teachers and dealing with classroom-based assessment rather than standardized test preparation and analysis. However, it was revealed that half of the pre-service EFL teachers also wanted to work as at a testing unit where they will be responsible for item writing, item analysis for standardized language tests.

#### **4.8.1. Pre-service EFL teachers' evaluation of their undergraduate LAL training**

Before responding to the Likert-scale items in the questionnaire, the participants were also asked to state whether they ever felt having received insufficient LTA training in their undergraduate training in general. The responses to this question revealed positive perception for the level of LTA training among the respondents in general. As can be observed in Table 4.40, only 19 % of the participants considered LTA training in their programs insufficient. On the other hand, a good proportion of the participants perceived the LTA training they received sufficient in order to carry out testing and assessment practices when they are certified to work as an EFL teacher.

Table 4.40

*Pre-service EFL teachers' general evaluation of their undergraduate LTA training related to its insufficiency*

	Frequency	Percent
Yes	163	19
No	683	81
Total	843	100

The pre-service EFL teachers who perceived their undergraduate LAL training sufficient especially underscored the benefits and positive contributions of application-based tasks in the ELTEC to their skills and knowledge in LTA as voiced in the quotations from the pre-service EFL teachers below:

**S84:** *"Testing course is an important course to define objectives, techniques and evaluate the learning process of students. As an English teacher I need to know everything about testing. I have sufficient knowledge about testing thanks to our instructor. She gives opportunity to apply techniques and we prepare test questions and evaluate them".*

**S712:** *"I've learnt actually how to prepare questions for an examination in a detailed way and the things that must be taken into consideration during the preparation process, for instance, avoiding double negative in a stem of the questions".*

**S283:** *"I prepared some exams and also applied them in my practicum. Now I have an idea about how I can prepare questions, and assess these four skills".*

The pre-service EFL teachers who reported that they received insufficient LTA training in the ELTEC in EL teacher education programs often complained about the unnecessary over-loaded theoretical contents, lack of practice, mismatch between the theoretical knowledge taught by the instructors and the actual classrooms at schools.

**S744:** *"I am quite filled up with the theories, rules and unauthentic items compared to what being a teacher in real practice is. I believe I*

*can draw my own way in teaching after learning all these things. I realized that **instructors here at university know almost nothing about what is going on the real classrooms.** They left it where it was when they were there once, and **seem confident in not updating their outdated field knowledge.** Many things changed, but we still do just **hypothetical demo lessons in the class** in the way that our instructor would enjoy watching. This is a real pity".*

**S239:** *"As a student and a teacher, I have never prepared exams. This should be given in lessons. I can hardly say that I am good preparing exams and evaluating".*

Some of the pre-service EFL teachers also complained about the insufficient practice on how to prepare test items and a full language test or exam, which caused them to carry out the test construction project they were required as a part of the assessment procedure of the course.

**S233:** *"We were asked to prepare a test for students with elementary level. I felt that the training I received about this topic was insufficient. I would rather a more application-oriented education. Preparing such an assignment was quite painful for me".*

Moreover, those who found their LTA insufficient also highlighted overreliance on the course book as can be seen in the following quotation from one of the pre-service EFL teachers' responses to open-ended question in LAL questionnaire.

**S442:** *"I'd like to say that what I understood from the word "training" is a qualified, practical kind of education about a topic. But unfortunately I couldn't get such an education about Testing & Evaluation. We have a book, and the whole content written above in it, but what we've done is just to follow the lines of the book ...".*

Another aspect of the LTA training that pre-service EFL teachers found insufficient was lack of feedback for the tests and test items they constructed.

**S397:** *"I prepared some test items but I didn't get any feedback for my test items. I didn't learn whether it is a good test item or not".*

The informants who found their LTA training insufficient were also requested to state what they did to compensate for it. The responses to this question can yield some valuable insights as to the pre-service EFL teachers' awareness of the importance of LTA in quality and successful teaching of the language in their profession as well as what they further need to be better trained to be language assessment literate teachers.

The findings uncovered that among 163 respondents who perceived their LAL training insufficient, 119 (73%) did not do anything further in order to compensate the insufficient training in the ELTEC as shown in Table 4.41. Considering the very low percentage of the participants doing something on their own to make up for the insufficient training, it can be concluded that the pre-service EFL teachers might lack the necessary awareness regarding the importance of language testing and assessment for effective and quality teaching and learning. This might also show that testing and assessment aspect of language teaching seems to be underestimated or taken for granted by pre-service EFL teachers in Turkey. They might also perceive LAL as something to be developed in the course of actual teaching. This result was also in parallel with the findings of the previous research questions in this thesis, where the problems and challenges faced by the ELTEC instructors were uncovered. Accordingly, the ELTEC instructors highlighted that pre-service EFL teachers generally narrowly conceptualized assessment limiting it to traditional testing tools and techniques and they often had difficulty in embracing the importance of LTA and intertwined relation between LTA and teaching.

Table 4.41

*Did you do anything to compensate for insufficient training? <sup>a</sup>*

	<b>Frequency</b>	<b>Percent</b>
Yes	44	27
<b>No</b>	<b>119</b>	<b>73</b>
Total	163	100

a. Insufficient training on ELTEC = yes



The analysis of the participants' responses to the open-ended question "What have you done to compensate for insufficient training in English Language Testing and Evaluation?" unveiled ten different strategies under four categories. As shown in Table 4.42, out of 59, 40 pre-service EFL teachers who thought they received insufficient LTA training stated that they did further reading from various sources such as additional books, articles, and the internet. This finding can be said to contradict with the results emerged from the interview data which showed that pre-service EFL teachers lacked reading habits and that they especially did not want to read articles assigned for the reading materials in the ELTEC. In other words, when guided towards the appropriate mindset, pre-service EFL teachers tend to read from additional reading materials as well as required readings.

Second most frequently used strategy to compensate for the insufficient LTA training was the additional hands-on practices the pre-service EFL teachers engaged themselves in (n.9). Despite the low frequency (n.6), "evaluating sample tests and exams either prepared by their mentors in practicum or tests from other resources" and "preparing and applying language tests" were the strategies under the category of additional hands-on practices employed to compensate insufficient training in the ELTEC. Apparently, the pre-service EFL teachers felt the need to do more application-oriented tasks to develop their test construction skills. They preferred examining ready-made tests and exams to develop their skills and knowledge about how to prepare a test or an exam as well as observing their mentors' assessment practices as expressed by one of the pre-service EFL teachers as in the following:

**S280:** *"I observed how our mentor in practicum uses portfolios, quizzes, questions, and correction types."*

Table 4.42

*Distribution of the strategies used by pre-service EFL teachers to compensate for the insufficient LTA training*

Strategies	Frequency
<b>1. Further reading from additional sources</b>	<b>40</b>
1.1. studying the topics from various books	23
1.2. doing further research on the internet	11
1.3. reading articles	5
1.4. watching online video lessons	1
<b>2. Additional hands-on practices</b>	<b>9</b>
2.1. evaluating sample tests and exams	6
2.2. preparing and applying tests	3
<b>3. Requesting feedback</b>	<b>5</b>
3.1. Feedback from the peers	3
3.2. Feedback from the instructor	2
<b>4. Filling the knowledge gap through other courses</b>	<b>5</b>
4.1. learning from other courses in the program	3
4.2. learning the topics from private courses attended for Public Personnel Selection Exam (KPSS)	2
Total	59

Requesting feedback for the tests they constructed or test items they wrote was the third category of the strategies used by the pre-service EFL teachers to support their LTA training (n.5). Although a few, the participants mentioned "peer feedback" as a compensatory strategy for their insufficient LAL training (n.3) by indicating that they came together as groups and discussed the topics and asked for feedback for the test items they prepared to help each other. They also expressed that they asked for further help and feedback from their course instructors. Particularly, one of the participants' responses clearly shows the importance of the instructors' role as a guide and prompter when developing LAL:

*S746: " I tried to read up on topics of language testing and assessment but it's hard to follow up without a guide to explain why something is the way it is."*

Lastly, they mentioned "filling their knowledge gap through other courses" as another strategy to compensate the lack of sufficient training regarding LTA

(n.5) Accordingly, they pointed out that they learnt some of the LTA topics in other courses in the EL teacher education program (n.3) or from private courses for KPSS (n.2).

#### **4.8.2. Pre-service EFL teachers' evaluation of their LTA training in terms of practical aspect**

In the pre-service EFL teachers' evaluation of LTA training questionnaire, they were also expected to recall whether they prepared any exams or tests during the ELTEC or practicum in order to get an understanding of the nature of LTA training they received in their ELTEC (i.e., whether it is more theoretical, more practical, or both) The findings exhibited that 62 % of the pre-service EFL teachers stated that they prepared exams or tests in the ELTEC or practicum while 38 % expressed they didn't have a practical component of the ELTEC, but learnt how to prepare an exam or a test on theoretical basis or only involved in writing various commonly used question/item types to assess language skills.

Table 4.43  
*Exams prepared during ELTEC and/or practicum*

	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	522	62
<b>No</b>	324	38
Total	843	100

Research continuously underscores the practical aspect of LAL training for pre-service ELF teachers (Hatipoğlu, 2010, 2015) which necessitates applying the theoretical knowledge taught related to language testing and assessment in the ELTEC. Since the knowledge of testing and assessing language skills and language areas is a significant theoretical component of LAL (Fulcher, 2012; Inbar-Lourie, 2008a, 2008b, 2013; Taylor, 2009), the ELTEC or the practicum course are expected to include tasks and projects in which pre-service EFL

teachers are given the chance to prepare tests or exams for different groups of learners at various proficiency levels and evaluate sample tests in terms of principles of language testing and assessment. In a study conducted with pre-service EFL teachers, Hatipoğlu (2010) asked her students to evaluate the ELTEC at the end of the course, and what the pre-service EFL teachers strongly emphasized was the need for more application-based tasks to practice how to develop, apply, score, and grade language tests. The results of this study, in a way, support the findings of the previous studies on LTA training of prospective EFL teachers because the percentage of the students who reported not having enough practice in the ELTEC was quite high. The results of the questionnaire showed that more than half of the prospective EFL teachers stated they received LAL training where they applied the theoretical knowledge of how to prepare an exam or a test in the ELTEC by designing a test.

**S291:***"In the course, firstly vocabulary and grammar test examples were analyzed, criticized and we prepared tests and evaluate them according to the rules such as distracter usage, balance, and appropriateness of the options. In speaking and listening part, we analyzed correct and incorrect test examples and we prepared tests, but we didn't apply them in practicum because of the difficulties of speaking exams".*

Among those who expressed that they prepared an exam, 5 % did not provide any information related to the number of the exams they prepared. The findings also showed that while 26 % of the participants reported having prepared only one exam, 29 % said they designed two exams as a project for the ELTEC. The percentages of the participants stating that they prepared 3, 4, 5, and 6 exams were 16, 11, 4, and 8 respectively. However, the results of the data coming from the interviews with the ELTEC instructors and the course syllabi analyses and the increasing numbers of the exams prepared as expressed by the pre-service EFL teachers seem contradictory. Accordingly, the highest number of the exams which pre-service EFL teachers were asked to prepare as a project

was 2 as reported by the ELTEC instructors and shown in the ELTEC syllabi. This contradictory finding might have resulted from the fact that pre-service EFL teachers often consider developing test items or exam questions during in-class tasks or assignments as preparing a full test or exam. It looks as if pre-service EFL teachers' conceptualization and understandings of tests and exams are semantically narrowed, if not misconceived. Moreover, this result and the findings regarding the ELTEC instructors' observations of the students' attitudes towards the ELTEC support and complement each other since the ELTEC instructors reported that they generally observed students' tendency to limit the scope of assessment to traditional tests including multiple choice questions, matching and true/false questions.

Table 4.44

*The frequency of the exams prepared by pre-service EFL teachers during or practicum<sup>a</sup>*

Number of the tests	Frequency	Percent
0	25	4.8
1	138	26.4
2	153	29.3
3	85	16.4
4	58	11.2
5	23	4.4
6	40	7.7
Total	522	100

a. Exams prepared during ELTEC and practicum = yes

While the findings of the study revealed that half of the pre-service EFL teachers perceived their LTA education sufficient in terms of practical and theoretical training, the results of relevant studies often showed the opposite. To illustrate, Kömür (2018) revealed that pre-service EFL teachers expressed the need for more training as well as practice to apply and experience various assessment methods in their actual classroom. One significant finding of the

study was that all of the students expressed sufficient amount of theoretical training in LTA, yet half of the prospective EFL teachers reported feeling of incompetent in LTA practices that will be expected from them in their future career because of the lack of experience and practice in language test preparation, administrating, and scoring as well as applying alternative assessment tools.

However, it should be kept in mind that in training pre- and in-service EFL teachers, it is essential to balance theoretical language assessment knowledge with practical know-how while allowing room for ethical issues of LTA practices (Malone, 2018; Jeong, 2013; O'Loughlin; Scarino, 2013).

#### **4.8.3. Findings of the likert-Scale items in pre-service EFL teachers' LAL questionnaire**

Following Vogt and Tsagari (2014), the items in the main part of the pre-service ELF teachers' LAL questionnaire (PART 2) were divided into three sections in terms of the category they fit in: (1) classroom-focused LTA, (2) purpose of testing, and (3) content ad concepts of LTA. The findings of each Likert-scale item which indicate respondents' perceived LAL training in their EL teacher education programs across 24 universities are presented under these three categories.

##### **4.8.3.1 Training on the classroom-focused LTA training**

Table 4.45 displays the findings related to the pre-service EFL teachers' perceptions of the amount of training received in classroom-focused LTA.

Of all the items related to classroom-focused LTA, "preparing classroom tests" has the highest percentage based on the sufficient/intermediate training received. That's, 61 % of the pre-service EFL teachers reported that the training

Table 4.45

*Pre-service EFL teachers' perceived LAL training with respect to classroom-focused LTA in the university*

A. Classroom-focused LTA	None		Little		Sufficient/ Intermediate		Extensive/ Advanced	
	freq	%	freq	%	freq	%	freq	%
1.Preparing classroom tests	43	5.1	161	19	516	61	126	14.9
2.Giving feedback to students based on assessment	64	7.6	146	17.3	403	47.6	233	27.5
3.Using ready-made tests	72	8.5	170	20.1	421	49.8	183	21.6
4.Adapting ready-made tests to learner needs	63	7.4	172	20.3	407	48.1	204	24.1
5.Using informal/ non-test type assessment	72	8.5	187	22.1	389	46	198	23.4
6.Using continuous type of assessment	58	6.9	204	24.1	403	47.6	181	21.4
7.Using portfolios for assessment	130	15.4	236	27.9	340	40.2	140	16.5
8.Using projects for assessment	119	14.1	222	26.2	364	43	141	16.7
9.Using observation for assessment	100	11.8	231	27.3	369	43.6	146	17.3
10.Using learner diaries for assessment	177	20.9	277	32.7	281	33.2	111	13.1
11.Using self-assessment	86	10.2	206	24.3	402	47.5	152	18
12.Using peer-assessment	97	11.5	198	23.4	392	46.3	159	18.8
13.Using interviews/oral exams for assessment	100	11.8	220	26	372	44	154	18
14. Using the European Language Portfolio	206	25.5	265	31.3	266	31.4	99	11.7

they received related to how to prepare tests and exams used to assess students' in-class performance was sufficient. 14 % stated this training to be extensive/advanced while 19 % perceived the amount of training they received on preparing classroom tests as little. Similar to these results, the findings emerged from analyses of the interviews with ELTEC instructors and the course syllabi showed that test types were included among the major topics taught in all of the ELTE courses.

For "using ready-made tests form textbook packages or other sources", half of the respondents rated the amount of training they received as sufficient/intermediate, and considering the percentage of the participants rating their training on using ready-made tests as advanced/extensive (22%), it can be stated that pre-service EFL teachers find their training satisfactory on

how to use ready-made tests to assess their students' performance. This is followed by the item "adapting ready-made tests to specific groups of learners" which is reported to be trained about at a sufficient/intermediate level by 48 % of the pre-service EFL teachers. Moreover, 24 % of the respondents expressed that they received advanced/extensive training on how to adapt ready-made tests to their students' needs in their local educational context. However, equally as many respondents (20%) said that they had little training as to adapting ready-made tests. Although more than 70 % of the pre-service EFL teachers evaluated their training related to adapting ready-made language tests for a specific group of students, the results related to the topics taught in the ELTEC as the dataset gathered from the ELTEC instructors and course syllabi revealed the opposite since very few ELTEC instructors and syllabi covered "adapting ready-made language tests" among their weekly topics to teach. Research shows that the majority of in-service EFL teachers working in primary and secondary private and state schools in Turkey utilizes ready-made tests either from the internet or published books (Hatipoğlu 2015; Şahin, 2015). When and if they do not have necessary knowledge and skills to appropriately adapt these ready-made tests to the level of their specific group of learners and to the learning objectives, it is highly likely to result in having negative washback effect on teaching and learning (Tsagari, 2012b, 2012c).

For the items "giving feedback to students based on assessment" and "using continuous type of assessment", equal number of the respondents (47,6) reported to have received sufficient/intermediate training in the EL teacher education programs in their universities. The number of the participants reporting advanced/extensive training received about "giving feedback to students based on assessment" and "using informal/ non-test type assessment" were also high and very close to each other with the percentages of 27,5 and 21,4 respectively. However, the results related to the learning objectives and topics of LTA of the ELTEC as mentioned by the ELTEC instructors and listen in the course syllabi exhibited that in reality "giving feedback on the basis of



the test results" were only covered in 21 % of the ELTE courses in EL teacher education programs in Turkey. Classroom teachers have the responsibility to continuously provide students with descriptive feedback which not only constitutes the scores they obtain, but detailed and guided information (Stiggins, 2005) about where they are on the learning objective continuum. This can only be achieved when EFL teachers receive the necessary training and practices in the EL teacher education programs. However, the pre-service EFL teachers seem to have received little or insufficient training as to giving feedback to the learners after administering the exams or as a part of formative assessment. This can be interpreted as the adverse effect of the prevalence of testing culture in Turkish educational system and assessment approach on both teacher educators and the pre-service EFL teachers as well.

The results also reveal that the picture is somewhat different for the assessment practices such as self-assessment, peer-assessment, informal assessment, observation, using learner diaries, using portfolios such as European Language Portfolio. Although the percentages of the respondents rating their training on these alternative assessment tools as sufficient/intermediate are still above 30, the number of the participants stating they received little training on these classroom-focused LTA tools is also high when compared to the previously presented items. For example, the results showed that majority of the respondents (32,7% and 20,9%) stated they received little or no training on "using learner diaries for assessment". Similarly, equally as many respondents reported that they received either little (31,3%) or no training (25,5%) related to "using European Language Portfolio" as an assessment tool in classroom-focused LTA. Likewise, the findings emerging from the interviews with the ELTEC instructors and the ELTEC syllabi demonstrated that ELTE courses in EL teacher education programs generally did not include the topics of alternative assessment tools and CEFR and Language Assessment/European Language Portfolio or the ELTEC instructors only theoretically describe and develop a familiarity for the students often due to lack of time in the ELTEC.

The assessment philosophy of schools has shifted from solely sorting out and ranking learners in line with their achievement to ensuring all learners to clearly and appropriately meet pre-designed standards (Stiggins, 2005). It has been a call for ending teachers' high dependence on traditional understanding of assessment; that's, assessment of learning where learners have considered assessment as "the great intimidator" (Stiggins, 2005, p. 324) to get high scores in the exams. Instead, classroom teachers are encouraged to "use many different assessment methods to provide students, teachers, and parents with a continuing stream of evidence of student progress in mastering knowledge and skills that underpin or lead up to state standards (Stiggins, 2005, p. 327). Therefore, students no more act as a passive stakeholder of the assessment procedures where their learning is measured at regular intervals to be assigned with certain grades. Rather, with the incorporation of alternative assessment such as self-assessment, peer assessment, portfolios, and learner diaries/journal keeping, they hold an active role in communicating evidence of learning to themselves, to their peers, teachers, and families all along the journey to successful learning (Stiggins, 2005). In other words, teachers are highly suggested to approach testing and assessment with an "assessment for learning" perspective adopting formative assessment as well as "assessment as learning" through which students contribute to their own learning by getting involved in the assessment process. The status quo of the ELTEC in EL teacher education in Turkey in terms of LTA topics taught and assessment methods applied by the teacher educators seem to fall behind these developments since the majority of the ELTE courses did not cover testing and assessment methods to develop an understanding towards assessment for learning and assessment as learning. In the light of these developments and innovative assessment tools and understandings, pre-service EFL teachers need to be trained to acquire the knowledge about the alternative assessment tools and skills to merge these innovative assessment tools in the teaching and learning process appropriately and accurately.

### 4.8.3.2 Training on purposes of testing

Table 4.46 exhibits the respondents' perceptions of the amount of training received related to purposes of testing in the ELTEC. The results of the items related to the purpose of testing showed that most of the participants (almost more than half in many items) perceived their training in LTA either sufficient or advanced (e.g., giving grades, preparing achievement tests, and preparing progress tests). In most of the items regarding purposes of testing, the pre-service EFL teachers reported that they had sufficient/intermediate training on "preparing diagnostic tests" and "preparing achievement tests" (54,4%), "preparing progress tests" (51,5%), "giving grades" (44,9%), "preparing placement tests" (43,6%), and "preparing tests for awarding certificates" (40,5%). For the item "giving grades", 30% of the participant stated that they obtained extensive/advanced training in their courses.

Table 4.46

*Pre-service EFL teachers' perceived LAL Training with respect to purpose of testing in the university*

B. Purpose of Testing	None		Little		Sufficient/ Intermediate		Extensive/ Advanced	
	N	%	N	%	N	%	N	%
1. Preparing diagnostic tests	91	10.8	214	25.3	460	54.4	81	9.6
2. Preparing placement tests	146	17.3	260	30.7	396	43.6	71	8.4
3. Preparing tests for awarding certificates	176	20.8	251	29.7	343	40.5	76	9
4. Preparing progress tests	82	9.7	187	22.1	436	51.5	169	20
5. Preparing achievement tests	63	7.4	154	18.2	460	54.4	119	17.9
6. Giving grades	55	6.5	154	18.2	380	44.9	257	30.4

However, the percentages of the participants stating that they received little or no training in these items related to purpose of testing were quite high especially for preparing diagnostic, placement, and progress tests as well as tests for awarding final certificates. In other words, almost one third of the respondents reported that they received little training related to "placement

tests" (30,7%) and "tests for awarding certificates" (29,7). For the items "preparing diagnostic tests" and "preparing progress tests", 25,3 % and 22,1 % of the pre-service EFL teachers said they had little training in the ELTEC. In addition, among other items related to purpose of testing, these four items (i.e., awarding final certificates (20,8%), placement (17,3%), diagnostic (10,8%), and progress tests (9,7%) had the highest percentage for no training. The results related to the topics covered in the ELTEC as mentioned by the ELTEC instructors and shown in the course syllabi also match up with these findings regarding the topics of "diagnostic test, placement test, progress and achievement tests because they also reported that they taught these test types especially achievement, and proficiency tests while they are contradictory to each other when it comes to "giving grades". The results of the interview data and course syllabi analyses showed very few ELTE courses allocated time for teaching how to grade and mark exam papers (only 21%) whereas 75% of the pre-service EFL teachers thought they received either sufficient or advanced training in giving grades. Considering the fact that these are among the core concepts and skills in LTA (Brown & Bailey, 2008; Fulcher, 2012; Inbar-Lourie, 2008a, 2013; Vogt & Tsagari, 2014), we can conclude that the other half of the pre-service teachers wouldn't have working knowledge and skills in LTA in general.

#### **4.8.3.3 Training on content & concepts of LTA**

Table 4.47 presents the participants' perceptions of the amount of training they received regarding content and concepts of LTA in the ELTEC. The results revealed a general tendency for rating their perceived level of LAL training in content and concepts of LTA as sufficient/intermediate with differentiating percentages. For the items "direct testing", "discrete point testing", "objective testing", "stages of language test development", and "integrative testing", on average more than half of the respondents reported having received sufficient/intermediate training (54,4%, 51,7%, 50,7%, 50,7%, and 50%

respectively). Furthermore, the respondents also stated that they received sufficient/intermediate training on "norm-referenced testing" (49,2%), "establishing validity of tests/assessment" (48,9), "interpreting test scores" (48,65%), "scoring criteria" (48,2), "subjective testing"(48%), "indirect testing" (47,9%), and "establishing reliability of tests/assessment" (47,6%). When compared to the results of the training that respondents stated to have received about first two components (i.e., classroom-focused LTA and purpose of testing), it can be said that they received more sufficient/intermediate training on content and concepts in LTA. This is especially evident for the items "objective testing", "scoring criteria", "reliability", "validity", "direct testing", "discrete-point testing", and "integrative testing" since almost two thirds of the respondents stated that they obtained sufficient and extensive training in these areas. On the other hand, when we elaborate on the results, it can be realized that despite high percentage of sufficient and extensive training on "subjective testing", "stages of language test development", "discrete-point testing", and "integrative testing", relatively large percentages of the respondents (23,4%, 22,8%, 22,7%, and 22,1% respectively) expressed that they had little training related to these concepts.

In terms of the items about "using statistics to study the quality of tests/assessment", "approaches to language testing", "indirect testing", "norm-referenced testing", and "criterion-referenced testing", it is observed that the pre-service EFL teachers interpret these concepts differently from the other concepts about LTA. For instance, a total of 30% of the respondents reported that their education and training on LTA covered little about using statistics for quality assurance of the tests and assessment tools while equally as many (28,4%) also stated that they received little training about different approaches to language testing. The same also stands for the items "indirect testing" (27,5%), "norm-referenced testing" (26,1%), and "criterion-referenced testing" (25,6%) which were reported as receiving little coverage in the ELTEC.

Table 4.47

*Pre-service EFL Teachers' Perceived LAL Training with respect to Content & Concepts of LTA in the university*

<b>C. Content &amp; Concepts of LTA (PART I)</b>	<b>None</b>		<b>Little</b>		<b>Sufficient/ Intermediate</b>		<b>Extensive/ Advanced</b>	
	freq	%	freq	%	freq	%	freq	%
1.Norm-referenced testing	130	15.4	221	26.1	416	49.2	126	14.9
2.Criterion-referenced testing	83	9.8	170	25.6	337	50.8	91	13.7
3.Discrete point testing	65	7.7	192	22.7	437	51.7	152	18
4.Integrative testing	64	7.6	187	22.1	423	50	172	20.3
5.Direct testing	58	6.9	171	20.2	459	54.4	158	18.7
6.Indirect testing	86	10.2	233	27.5	405	47.9	122	14.4
7.Objective testing	37	4.4	138	16.3	429	50.7	242	28.6
8.Subjective testing	71	8.4	198	23.4	406	48	171	20.2
9.Approaches to language testing	90	10.6	240	28.4	354	41.8	162	19.1
10.Stages of language test development	64	7.6	193	22.8	429	50.7	160	18.9
11.Establishing reliability of tests/assessment	56	6.6	164	19.4	403	47.6	223	26.4
12.Establishing validity of tests/assessment	50	5.9	172	20.3	414	48.9	210	24.8
13.Using statistics to study the quality of tests/assessment	99	11.7	254	30	346	40.9	147	17.4
14.Scoring criteria	55	6.5	177	20.9	408	48.2	206	24.3
15.Interpreting test scores	66	7.8	141	21.2	323	48.6	143	21.5
16.Using rubrics	81	9.6	187	22.1	370	43.7	208	24.6

When these results are compared to those revealed from the analyses of the interviews with the ELTEC instructors and course syllabi, it is seen that they contradict to each other in terms of the amount of training the pre-service EFL teacher perceived regarding "stages of test development", "scoring", "using rubric", and "interpreting test scores". Although 70% of the students on average evaluated their received training as either sufficient or extensive, the results of the interviews and syllabi analyses indicated that 60% of the ELTEC courses did not allocate a separate week of instruction for the topic of stages of test construction; 67 % did not cover the topics "scoring, scoring criteria", and 77 % did not include the topics of "using rubrics" and "interpreting test results" among the major topics of LTA. Similar results were observed in Tzagari and Vogt's study (2017) which revealed that majority of EFL teachers received either "no" or "a little" training in grading, scoring and using appropriate

detailed scoring criteria and rubric in their classroom-based language assessment activities.

Table 4.48

*Pre-service EFL Teachers' Perceived LAL Training with respect to Content & Concepts of LTA in the university*

<b>C. Content &amp; Concepts of LTA (PART 2)</b>	<b>None</b>		<b>Little</b>		<b>Sufficient/ Intermediate</b>		<b>Extensive/ Advanced</b>	
	fre q	%	freq	%	freq	%	freq	%
17. Testing Reading	39	4.6	135	16	417	49.3	255	30.1
18. Different test items to test reading	43	5.1	129	15.2	431	50.9	243	28.7
19. Testing Listening	43	5.1	136	16.1	427	50.5	240	28.4
20. Different test items to test listening	43	5.1	154	18.2	408	48.2	241	28.5
21. Testing Speaking	49	5.8	201	23.8	369	43.6	227	26.8
22. Different test items to test speaking	51	6	183	21.6	396	46.8	216	25.5
23. Testing Writing	48	5.7	149	17.6	405	47.9	244	28.8
24. Different test items to test writing	43	5.1	163	19.3	409	48.3	231	27.3
25. Testing Grammar	20	2.4	112	13.2	416	49.2	298	35.2
26. Different test items to test grammar	28	3.3	129	15.2	410	48.5	279	29.8
27. Testing Vocabulary	29	3.4	107	12.6	418	49.4	292	34.5
28. Different test items to test vocabulary	36	4.3	123	14.5	433	51.2	254	30
29. Testing Integrated language skills	46	5.4	165	19.5	399	47.2	236	27.9
30. Testing Pronunciation	70	8.3	225	26.6	373	44.1	178	21.2
31. Different test items to test pronunciation	57	8.6	164	24.7	305	45.9	138	21

As for the items about assessing receptive and productive skills as well as language areas in the category of content and concepts in LTA, the general picture reveals that the pre-service EFL teachers have received either sufficient/intermediate or extensive/advanced training with different percentages. In response to the items related to assessing micro-skills/language areas, almost half of the participants stated they received sufficient/intermediate training as to assessing grammar and vocabulary, with 35 % reporting advanced/extensive training in the same areas. Similarly, the percentages of the participants expressing sufficient and advanced training as

to different test items to assess vocabulary and grammar were high - 51.2 % and 48.5 % respectively. This is followed with the sufficient/intermediate training on assessing receptive skills with the percentages of 50.5 and 49.3 for assessing listening and reading respectively. Likewise, almost one third of the respondents said that their ELTEC covered advanced/extensive training on assessing receptive skills and writing different types of test items for these skills.

As for the items related to assessing productive skills, especially "assessing speaking", 23.8 of the respondents perceived their training as limited especially when compared to the training received on assessing receptive skills. Almost equally as many respondents (21.6%) reported that they received limited training on different types of items used to assess speaking skills. These results are in line with the findings of Han and Kaya (2014) and Ölmezer-Öztürk and Aydın (2018) who found that EFL teachers have higher level of assessment literacy in assessing reading, vocabulary, and grammar while they exhibit lower level assessment literacy in assessing productive skills especially speaking followed by writing and listening. Assessing productive skills directly can be more complex and challenging than indirect assessment through multiple-choice (Hamp-Lyons, 1991; Huang, 2007); therefore, it is necessary that ELTEC instructors bring more examples and provide more practices with respect to assessing productive skills and listening.

The results also showed that the highest percentages of little training received in the ELTEC belonged to the item "assessing pronunciation" (26,6%) and "different test items to assess pronunciation" (24,7%). The pre-service EFL teachers' perceptions of the amount of training on assessing language skills and areas as well as various question types used to assess these skills are in line with the findings emerging from the analyses of the interviews with the ELTEC instructors and the course syllabi. As mentioned by the ELTEC instructors and shown in the course syllabi, all of the ELTE courses covered



the issues of how to assess language skills and different test items/question types except assessing pronunciation which was covered in very small number of ELTE courses.

The overall picture drawn from the pre-service EFL teachers' evaluation of their LAL training in the ELTEC and during undergraduate education showed that they received sufficient amount of training in most of the LTA issues and concepts in general. However, it was also revealed in the thesis that more than half of these prospective teachers did not prepare, administer, and score a full language test for a particular group of students. Therefore, it can be concluded that students theoretically consider they have learnt the concepts of language testing and assessment because they have not started to actively engage in classroom-based language assessment practices because "assessment literacy depends upon teachers' being able to use their assessment-related knowledge effectively in their contexts" (Öz & Atay, 2017, p. 27). This has been observed in a study on the classroom-based assessment perceptions and classroom assessment practices by Öz and Atay (2017), where the researchers have revealed that the EFL teachers have a familiarity with the basic terms and concepts of classroom-focused language assessment, yet, when it comes to applying what they know theoretically into practice, they have serious problems and difficulty in using their language assessment knowledge to carry out classroom-assessment practice. Furthermore, being able to utilize variety of LTA terminologies and knowing theoretical knowledge of LTA is highly associated with being recently graduated from EL teacher education program (Öz & Atay, 2017).

Looking at one of the pre-service EFL teachers response in this particular thesis *"I don't feel qualified enough for language testing and assessment, but I think that this is something to be developed in time with practice (S227)*, another explanation for the participants' frequently evaluating LAL training as

sufficient can be found in Tsagari and Vogt's research (2017) where they concluded that EFL teachers who stated receiving no or very little LTA training, tended to learn these essential skills on the job relying on their mentors, colleagues, or ready-made published tests. This can, as a matter of fact, can be an account of lack of innovation in classroom-based assessments and over-reliance of traditional testing techniques in EFL teachers' assessment practices as it was also found by several researchers (Han & Kaya, 2014; Haznedar, 2012; Köksal, 2004; Öz, 2014; Tsagari & Vogt, 2017). Moreover, teachers find it easier to employ ready-made tests to assess their students' learning, yet they again need to make changes to adapt these tests to fit their own learning objectives and teaching as well as assessment standards at their education context (Tran, 2012). This, in return, requires EFL teachers to possess the knowledge of principles for LTA and skills to adapt ready-made tests for their assessment purposes.

The results of this study related to pre-service EFL teachers' evaluation of their LAL training were in contradictory with those of Volante and Fazio (2007) and Tsagari and Vogt (2017) who found out that teacher candidate rated their LAL training, therefore, level of assessment literacy was relatively low level. The findings of Tsagari, and Vogt (2017) showed that majority of the EFL teachers received either "none" or "a little" training in LTA during their undergraduate training. They further revealed that pre-service teachers did not receive sufficient training regarding various classroom assessment methods especially in formative assessment although they possessed well-developed observational skills Volante and Fazio (2007) whereas Tsagari and Vogt (2017) indicated that skills of EFL teachers' in aspects of LTA such as scoring, grading, establishing validity and reliability of assessment tools, and using alternative assessment tools EFL teacher were not well-developed. As a result, although they are engaged in an array of testing and assessment activities on the job, most of EFL teachers find major principles of assessment and some other aspects of LTA is quite challenging and hard to apply and update with the

emergence of new approaches (Tran, 2012). Lam (2015) also concludes that "developing a knowledge base about how to utilize AfL strategies to improve public examination results should be encouraged in language assessment courses, since there is no point in teaching pre-service teachers theories of assessment of learning and assessment for learning separately without letting them know the benefits of combining the functions of both" (p. 189).

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1. Presentation**

In this chapter, first a brief summary of the study is presented. Then, the results of the study and the pedagogical implications for English Language Teacher Education and LTA Literacy Development specifically are discussed. Lastly, it presents the limitations of the study together with the suggestions for further research.

#### **5.2. Summary of the study**

This study has investigated the current state of the ELTEC in general, the status quo of how and to what extent the prospective EFL teachers are trained in LTA in EL teacher education programs in Turkey. To this end, first it has examined the ELTEC instructors' educational profile and experience and expertise in the field of LTA, their opinions of the placement and the number of the LTA courses in the EL teacher education curriculum, and their conceptualization of the construct LAL for EFL teachers. Then, it has explored how the ELTEC instructors plan, teach, and assess in the ELTEC as well as the problems and challenges faced in the planning and teaching of the ELTEC and possible solutions and suggestions to the existing problems in developing and implementing the ELTEC. Finally, it has examined the ELTEC instructors' observations regarding the pre-service EFL teachers' attitudes towards ELTEC and LTA and the pre-service EFL teachers' evaluation of their LTA training in the program.

The thesis has been designed as a mixed methods research utilizing convergent parallel design (Creswell & Plano Clark, 2011; Creswell, 2013). The data were collected from 843 pre-service EFL teachers from EL teacher education programs in 24 different universities (21 state, 3 private) via Using a LAL training questionnaire; 21 ELTEC instructors from EL teacher education programs in 13 different universities in Turkey (9 state, 3 private) through semi-structured interview, and from archival resources such as course syllabi and university program catalogues on the departments' websites.

Qualitative data analysis procedure of this study (i.e., responses from the semi-structured interviews, answers to open-ended items in the questionnaire, and course syllabi) was carried out using qualitative content analysis that integrated the steps suggested by Creswell (2013, pp.197-200) and Tesch's eight coding steps (1990, pp. 142-149) as shown in Table 3.6., general guidelines and tactics provided by Miles and Huberman (1994:245-246), and suggestions by Auerbach and Silverstein (2003) and by Vogt et al. (2014).

Quantitative data were analyzed using IBM SPSS Statistics Program to run descriptive analyses to calculate the frequencies and the percentages of the items related to the pre-service EFL teachers' perceived amount of LAL training in their EL teacher education programs.

### **5.3. Summary of the Results**

The results of each research question in this particular study provided discussions and evidence by building on and complementing the findings of one another.

The first sub-research question of the thesis aimed to explore the ELTEC instructors' educational profile and experience and expertise in the field of LTA and their opinions regarding who should teach the ELTEC. The findings

revealed that 13 ELTEC instructors perceived themselves as experts in the field of LTA because all of the ELTEC instructors except one involved in LTA-related research and published several articles on some aspects of LTA, which was argued to be a criterion for a LTA expert by Malone (2013) and Pill and Harding (2013). Out of these 13 instructors, 7 specifically wrote either an MA or PhD thesis on LTA specializing in this field. What is more, 8 ELTEC instructors engaged in professional testing and assessment practices such as constructing standardized tests (n.2) or both constructing standardized tests and working as a rater for standardized language tests (n.6). On the other hand, 8 ELTEC instructors evaluated themselves as non-experts in the field of LTA because of four reasons: (1) LTA is not among their research areas, (2) they have been specialized in LTA neither their MA nor PhD education, (3) they have not been involved in any professional testing and assessment practices such as standardized test construction or working as an examiner or rater in a standardized language test. These three features that 8 instructors reported to have lacked were also listed among the criteria to be entitled as language testing expert by Malone (2013) and Pill and Harding (2013).

However, among these eight instructors 6 reported having volunteered for teaching the ELTEC because they love teaching the course and they have put everything in order such as course content and materials in the course thanks to several years of teaching so that they want to continue teaching the course in the following years in their profession. Moreover, the majority of the ELTEC instructors (n.13) hold BA, MA, and PhD degrees in EL teacher education programs from various universities either in Turkey or abroad, while the rest received their degrees from different programs such linguistics, curriculum and instruction, ELIT, translation and interpretation. Among all of the instructors, one participant specifically holds an MA and 2 PhD degrees from Applied Linguistics and field of Language Assessment. These findings show that the ELTEC instructors participating in this study have received training related to EL language teacher education in some part of their educational life while only

1 instructor has been specialized in the field of LTA receiving training on LTA in her graduate education.

The findings regarding the courses the ELTEC instructors took related to statistics and research design, measurement and evaluation in education, and language testing and assessment in any period of their education revealed that almost all of the ELTEC instructors (n.19) received at least one LTA course throughout their undergraduate and/or graduate education; especially 4 ELTEC instructors voiced that they took either 3 or 5 LTA courses throughout their undergraduate and graduate education as well as attending online LTA courses. Moreover, most of the ELTEC instructors took a general measurement and evaluation course during their undergraduate training (n.17). Inbar-Lourie (2008a, 2013) underscores general knowledge and skills of testing and assessment in education (i.e. assessment literacy) as a pre-requisite of language assessment literacy because the skills of testing and assessing specific content area are built on these fundamentals of testing and assessment field. Keeping this in mind, it can be interpreted that the majority of the ELTEC instructors have laid the foundation of their LTA skills and knowledge in the measurement and evaluation course they took in their undergraduate training. Besides, almost all of the instructors (n.19) took a statistics course at least once during their graduate studies while the other 2 instructors reported having self-taught statistical skills and knowledge. Overall, it can be concluded from the findings of self-perceived LTA expertise, educational background, experience in LTA-related activities, and years of ELTEC teaching expertise, the majority of the ELTEC instructors are LTA experts with extensive years of ELTEC teaching experience.

The results regarding the opinions of the ELTEC teachers about who should teach the ELTEC revealed that the requirement of at least one educational degree in an ELT Program and the necessity of the experience in the field of LTA (i.e., as standardized test development and working as a rater in a

proficiency test scoring process, and working as an EFL teacher in the field who constantly involved in classroom-based assessment applications) because almost all of the instructors highlighted the positive contribution of being engaged in LTA- related practices to how successfully and effectively they teach the ELTEC in the classroom especially to provide authentic and tangible examples. Moreover, it was emphasized that they can also reflect what they have learnt from their experiences into their own assessment practices within the ELTEC when assessing the pre-service EFL teachers' learning outcomes so that they display quality assessment practices themselves as a role model for the prospective EFL teachers since teacher educators are founded to be “influential role models for their prospective teachers” (Al-Issa, 2005, p. 347). As also argued by Lortie (1975) with his "apprenticeships of observation", prospective teachers heavily rely on their observations of the instructors' applications in the class

Moreover, being an expert in LTA was reported as a necessary and vital entailment for effectively and efficiently training the pre-service EFL teachers as to the skills and knowledge in LTA by more than half of the instructors. Almost all of them maintained that teacher educators teaching the ELTEC should involve in some research in LTA emphasizing the importance of special interest in the field as well as the necessity of holding an MA or PhD degree in an ELT program and having written a thesis specifically on LTA to be a successful ELTEC instructor

Second sub-research question aimed to investigate the ELTEC instructors' opinions of the placement of the ELTEC and the number of the LTA courses in the EL teacher education curriculum. The overall results showed that the majority of the instructors (n.14) believe 8<sup>th</sup> semester in the curriculum is the correct and suitable semester because of the critical necessity for having taken subject content knowledge and pedagogical content knowledge courses. On the other hand, 7 ELTEC instructors argued that 8<sup>th</sup> semester is not an appropriate



time to teach the ELTEC listing 3 valid reasons. First, they underlined the disadvantage that will come along with taking the ELTEC and practicum course simultaneously since students are expected to apply the theoretical issues of LTA in a real classroom and school environment with certain tasks such as preparing quizzes and exams and scoring students' exam papers before they have fully covered the topics in the ELTEC. Second, they called attention to the pre-service EL teachers' affective conditions since they are very anxious and stressful about graduating from the university and finding a job quickly to make a living that they often have difficulty in fully concentrating on the requirements and the significance of the course. Third, they highlighted that the last semester of the program is already overloaded with many courses, so offering such a significant and complex course over-loaded with both theoretical and practical aspects of LTA in the last semester is not an accurate decision.

Regarding the number of LTA courses in the curriculum, the results revealed that slightly more than half of the instructors thought one single 3-credit theoretical course (i.e., the ELTEC as suggested by CoHE) is sufficient. These instructors stated they can cover the topics in a single LTA course because in the program there are two courses the contents of which contributed to the LAL development of the pre-service EFL teachers such as general measurement and evaluation course and teaching English to young learners. However, whenever the instructors were asked whether they were in contact with the instructors teaching these two courses, all of the responses were no except one. In other words, the ELTEC instructors stated that pre-service EFL teachers also learn testing and assessment in a general sense in measurement and evaluation course, but at the same time they did not really know the content and the requirement of the course as planned and decided by the instructor of the course. Although most of the ELTEC instructors were satisfied with one LTA course in the curriculum, they also complained about the lack or limited time for practice such as test analyses, item writing, adapting questions

and tests, and writing tests in the classroom and providing feedback for each practical task for the students. Besides, research shows that it is demanded by teacher candidates that teacher education programs develop and offer a specific course or courses focused on classroom assessment and evaluation with respect to the content knowledge in question (Volante and Fazio, 2007) to help them acquire necessary practical techniques and skills for effectively carrying out testing and assessment activities in their class. DeLuca and Klinger (2010) also agrees that developing language assessment literacy of prospective teachers should be an explicit component of EFL teacher education programs given the increasing importance of both quality large-scale and classroom-based assessment to enhance student learning. However, one single even two LTA courses are not sufficient to develop LAL level of pre-service EFL teachers to cope with the challenges of both classroom-based language assessment among a wide array of options for assessment tools and the responsibility of preparing their students for high stakes standardized language tests especially in an exam-oriented educational culture (Lam, 2015).

Third sub-research question of this thesis aimed to explore the ELTEC instructors' opinions regarding what topics and skills LAL for EFL teachers should include. The overall findings revealed that the ELTEC instructors conceptualize language assessment literacy needed for EFL teachers as a phenomenon that is composed of 4 intersected components; namely, (1) subject content knowledge and pedagogical content knowledge, (2) a good command of theoretical knowledge of testing and assessment, (3) principled-skills of testing and assessment applications, and (4) critical assessment skills. Overall, high frequencies of the LTA topics and skills mentioned by the ELTEC instructors showed that they are the key ingredients of the construct LAL for EFL teachers as they conceptualized the construct of LAL. Accordingly, it can be inferred that ELTEC instructors believe prospective EFL teachers should first have strong background knowledge and skills in subject content knowledge and pedagogical content knowledge as the baseline of LAL.

Second, they think that EFL teachers should know principles of testing (validity, reliability, backwash effect, authenticity), test types, how to assess language skills and areas using appropriate question/item types, and basic statistical concepts and analysis as well as interface between teaching and testing in terms of theoretical knowledge of testing and assessment component of LAL. With respect to principled-skills of assessment applications component of LAL, instructors are in the opinion that EFL teachers should definitely have the skills of developing valid, reliable achievement tests for assessing language skills and areas depending on the age and proficiency level of the learners, applying appropriate ways of assessment in relation to age and proficiency level of the student, and writing various question/ test item types to assess various language skills. Finally, half of the instructors highlight the need for having the critical assessment skills considering the societal and cultural elements than can impinge upon their assessment activities. However, not many ELTEC instructors mentioned other LAL constituents such as knowledge of test types, approaches to testing, major LTA terms, alternative assessment tools, scoring, CEFR, ethics of testing, and skills of using alternative assessment tools, scoring, using rubric, interpreting test results, and evaluating tests as the core ingredients for LAL development of EFL teachers; however, these were reported among the required concepts and skills of LTA for language teachers by Fulcher (2012), Brown and Bailey (2008), Inbar-Lourie (2008b, 2013); Malone (2008, 2013), O'Loughlin (2013) and Taylor (2009). Therefore, it can be inferred that prospective EFL teachers are likely to receive either none or very little training on these LTA topic and skills.

Fourth sub-research question aimed to explore in detail how the ELTEC instructors plan, teach, and assess in the ELTEC in EL teacher education programs in Turkey. First, the results of this part of the thesis showed that out of 61 EL teacher education programs offering the ELTEC, 47 entitled the course using the terminology "testing" and "evaluation", and out of 59 EL teacher education programs offering a general assessment course in education,

47 used the terms "measurement" and "evaluation". Given the definitions of these terms "testing" by Brown (2004) "evaluation" and "measurement" by Bachman (1990), it can be inferred that these courses mostly focus on the topics and skills regarding summative assessment (Cheng & Fox, 2017) with a less focus on formative assessment (Klenowski, 2009).

To put it differently, the frequent use of "testing", "evaluation", and "measurement" to entitle the ELTEC and MEC reflects that the ELTEC tends to focus and cover mostly traditional testing methods and techniques from the perspective of "assessment of learning" in EL teacher education programs in Turkey. As argued by Inbar-Lourie (2008b), the terms included in the names given to LTA-related courses such as "testing", "measurement", and "evaluation" represent the view of assessment as a tool for summative evaluation of how much of the course objectives the learners have achieved, she puts such understanding and approach under the category of testing culture. On the other hand, when and if LTA-related courses include the term "assessment", they represent the tendency to adopt the perspective of "assessment for learning" reflecting assessment culture (Inbar-Lourie, 2008b) or "AfL Mindset" as proposed by Birenbaum (2014, 2016).

Regarding how to determine the content of the ELTEC, the findings revealed seven different ways that the ELTEC instructors employed to determine which LTA topics and skills to cover in the ELTEC, the most frequently used one being the course-book. In other words, the ELTEC instructors plan and organize the content of their courses by overly relying on the contents of their course book (n.6). The rest of the instructors using the course-book to decide on the topics of the ELTEC stated that they determined the content of the ELTEC by combining other methods such as using the course description provided by CoHE in the EL teacher education curriculum, doing a needs analysis at the beginning of the term, considering the core essential topics in the related literature as well as benefiting from the previously used ELTEC

syllabi. In sum, the results related to how the ELTEC instructors determined the topics of their courses showed they tended to be dependent on the contents of the main course book they chose for the ELTEC. A plausible explanation for this might be that both students and teachers often consider course books as "the visible heart of any ELT program", and teachers perceive them to be the route map (Sheldon, 1988). Taylor (2013) and several other researchers such as Jeong (2013), O'loughlin (2013), Pill and Harding (2013), and Rea-Dickins (1997) rightly suggest taking a more discriminating approach to LAL and particular range and depth of LTA expertise, and that it is especially beneficial and effective in managing and successfully achieving the selection of the content or input that will fit to needs of particular groups. Thus, it can be suggested for the ELTEC instructors to consider what LTA practices the prospective EFL teachers will be involved in when they are certified to work as EFL teachers in the specific context of education as well as follow the recent research on LAL development of pre-service EFL teachers because discussion of LAL needs to be considered with reference to the current assessment developments (Jing & Zonghui, 2016, p. 19).

The results related to the course materials revealed that 70 different books were utilized either as main course books or supplementary sources or as further reading sources listed as reference books for the students. Out of these 70 books, 36 were listed only by one of the ELTEC instructors while 19 were included in the ELTEC syllabi by 2 of the ELTEC instructors. The list of the books used by the ELTEC instructors as the main and secondary required course books and optional reading sources reveals a great deal of diversity supplied to the prospective EFL teachers. When compared to the results of a survey of language testing courses by Bailey and Brown (1996) where they uncovered a list of 32 different textbooks, and the findings of the same survey carried out in 2007 by Brown and Bailey where they found a list of 29 textbooks in use, it is seen that after 11 years, the preferences of the language testing instructors for language testing textbook have almost doubled.

The findings uncovered that the most frequently used course books either as main course book or supplementary books were "Testing for language teachers" by Hughes (1989/2003) (n.28), "Writing English Language Tests" by Heaton (1975/1989/1990) (n.23); "Language assessment: principles and classroom practices" by H. D. Brown, (2003/2004) (n.17), "Techniques in testing" by Madsen (1987) (n.9), "A Practical Guide to Assessing English Language Learners" by Coombe et al. (2007) (n.6), "Language Testing in Practice: Designing and Developing Useful Language Tests" by Bachman and Palmer (1996) (n.5), "Classroom-Based Evaluation in Second Language Education" by Genese and Upshur (1998) (n.5), "Fundamental considerations in language testing" by Bachman (1990) (n.5), "Communicative language testing" by Weir (1990) (n.5), "Language Assessment: Principles and classroom practices" by Brown and Abeywickrama (2010) (n.2), "Language testing and assessment: an advanced resource book" by Fulcher and Davidson (2007) (n.2), and "Assessment in the Language Classroom" by Cheng and Fox (2017) (n.1). Although last 4 books were less frequently used, they were among the major course books used in the ELTEC.

When the most commonly used required course books in the ELTEC in Turkey are taken into consideration, it can be concluded that the ELTEC instructors tend to choose the books that exhibit the features of textbooks and practical manuals that can be used to train language teachers on language testing and assessment, yet some of them with more focus on theoretical aspect of language testing and assessment (Davies, 2008).

Of these commonly utilized textbooks, only 2 books by Hughes (1989) and Madsen (1983) were common to the survey of language testing courses by Bailey and Brown (1996) whereas 4 textbooks by Bachman (1990), Bachman and Palmer (1996), H. D. Brown (new ed. 2005), and Hughes (1989, 2002) were common to the same survey conducted in 2006 by Brown and Bailey. On

the other hand, other most common textbooks by Henning (1987) in the survey by Bailey and Brown (1996) and Alderson, Clapham and Wall (1995) in both surveys were used by only 1 and 2 ELTEC instructors respectively as secondary textbooks in the ELTEC in this study. Moreover, According to Davies (2008), Hughes, Bachman, Bachman and Palmer, Alderson, Clapham and Wall, and Henning were very much on the theoretical side.

Interestingly, Heaton (1975, 1977, 1989, 1990) which deals mostly with language testing skills rather than knowledge and principles, was not among the mostly utilized textbooks by the language testing instructors participated in the same surveys carried out in two different times by Bailey and Brown (1996) and Brown and Bailey (2006). Similarly, it was not mentioned by any of the language teachers in Fulcher's study (2012). Apart from the course book preferences as course materials, the findings revealed that the ELTEC instructors usually used various supplementary materials such as selected articles (n.15), sample tests and test items (n. 10).

When the results regarding the learning objectives of the ELTEC and topics taught in the course as mentioned by the ELTEC instructors during the interview and listed in the course syllabi, it was revealed that almost all of the ELTE courses taught fundamental concepts and principles of LTA such as practicality, reliability, validity, authenticity, and washback, assessing language skills and language areas for different age and proficiency level students, test types, major terms in LTA such as testing, assessment, evaluation, and measurement, summative and formative assessment, the role of testing and assessment within the curriculum design and language learning referring to its function and importance, and defining and distinguishing different testing methods and techniques, testing methods such as direct and indirect testing, norm-referenced and criterion-referenced testing, integrative and discrete-point testing, objective and subjective testing in LTA.

However, it was also found that most of the ELTE courses allocated less or no time on the LTA topics and skills such basic statistical concepts and analyses, alternative assessment tools such as portfolio, peer-assessment, self-assessment, learner diaries, conferencing, and project work, standardized language tests, administering, scoring tests, using rubrics, interpreting test results, CEFR and language assessment, stages of test development, test ethics, adapting ready-made tests, and giving feedback.

As for the results regarding how to teach the ELTEC effectively, the results revealed a combination of different instructional strategies to develop LAL of the pre-service EFL teachers with respect to both theoretical and practical aspect. First critical observations to emerge from the data were the teacher-fronted characteristic of the teaching process of the ELTEC especially for the first three or four weeks of instructional period and task-oriented and project-based teaching after the theoretical aspects of LTA were covered. All of the ELTEC instructors emphasized the complex technical and theoretical issues of the ELTEC, which obliged them to lecture on the theoretical aspects of LTA often by simplifying the content in order to make the input more comprehensible and less intimidating for the students. Therefore, out of 21 ELTEC instructors, 16 reported that they transmitted the theoretical knowledge of LTA such as major terms, principles of language testing and assessment, test and testing types through lectures to the students for one or two class hours each week. Another reason for teaching the theoretical concepts of LTA through mini-lectures generally using power point presentation is to provide the information in manageable units of time so that they can leave more time for practice to apply the theoretical knowledge.

Second, to develop their skills to construct a full language test and exam, ELTEC instructors highlighted the benefits of project-based teaching in the ELTEC (n.16) in which the students were assigned to prepare a language test for a chosen age and proficiency level group of students. As a matter of fact, 11



of these ELTEC instructors put high emphasis on practical aspect of LTA and maintained that the ELTEC should engage students in as many hands-on tasks as possible to write test items and develop full tests. They also added that the students need to engage in tasks to analyze samples of teacher-prepared achievement tests and/or national and international standardized language tests because almost all of the ELTEC instructors underscored that the pre-service EFL teachers can only internalize and possess operational knowledge and skills of LTA by regularly putting the theory into practice, and by trial and error. Moreover, the necessity and importance of a principled-combination of teacher-fronted traditional teaching and learner-centered task-and project-oriented teaching as well as peer-assisted learning were also strongly emphasized by the ELTEC instructors.

This finding corroborates the results of Scarino (2013) who stressed the need to develop LAL for EFL teachers by a holistic approach that transcend a mere theory and knowledge-oriented LAL training because she regularly worked in close contact with EFL teachers at schools utilizing collaborative dialogues as the major data collection tool and found out that EFL teachers were trying to survive among the responsibilities of assessment on a theoretical, practical and institutional level often due to insufficient LAL training in their undergraduate education. Likewise, Boyles (2005), Siegel and Wissehr (2011) and Stiggins (1991) highlight training of LAL should transcend theoretical knowledge of LTA and enable teachers to be equipped with the skills of using theoretical knowledge to manage classroom-based language assessment with sufficient level of LAL and confidence in employing these skills appropriately and effectively.

The findings of the study regarding the need for practice-based approach to prepare language teachers for their future classroom-focused language assessment applications were consistent with those of Davin and Heineke (2016) who asserted that using practice-based approach to develop teachers'

LTA knowledge and skills helps them acquire authentic ways of utilizing language assessment methods to promote and enhance student learning. As most of the ELTEC instructors did in this study, Davin and Heineke (2016) also suggest that instructors teaching LTA in EL teacher education programs should align LTA courses in a practice-oriented way as they normally do in language teaching methodology courses.

As a last part the research question 4, the results also revealed the assessment methods used by the ELTEC instructors in their course. Overall, it can be concluded that in the ELTEC, there was a tendency to highly rely on summative assessment by making use of achievement tests such as midterm and final exams rather than formative assessment although the ELTEC instructors recurrently highlighted the importance of regular application-oriented tasks to write test items and develop tests to assess language skills and practice other stages of test development. Moreover, despite the instructors' repeatedly stated emphasis on regular feedback for the test items and tests written by the pre-service EFL teachers, the results exhibited the opposite or lack of necessary amount of regular feedback because of serious lack of time in the ELTEC as reported by the ELTEC instructors.

Stiggins (2002) calls our attention to the fact that over-reliance on summative assessment methods makes it substantially impossible for teachers to adapt and align their teaching to what students actually need; therefore, it is suggested that assessment for learning; that's formative assessment, be balanced with assessment of learning approach; namely, summative assessment so that teachers can feed information back to the learner in ways to enable them to learn effectively and to fulfill the learning objectives (Jing & Zonghui, 2016). Therefore, the ELTEC instructors should plan and design the topics of their courses in a way to cover both formative and summative assessment methods in detail, and they themselves utilize not only summative assessment tools such as midterm and final exams as achievement tests, but also formative

assessment tools such as projects, weekly tasks and assignments, observations, and self-and peer-assessment in the ELTEC to set a role model for their students. Likewise, the research on the pre-service EFL teachers' expectations from the ELTEC and ELTEC instructors highlighted that students thought they should be assessed through alternative assessment tools such as projects and portfolios instead of two formal pen and paper exams (Hatipoğlu, 2010). When and if they also use formative assessment tools, therefore, adopt assessment for learning as an approach to testing and assessment, and teach their students to do so, they can transform assessment practices into learning opportunities and effectively contribute to students' learning. Moreover, this way they can break the cycle of students' long-held fears and anxiety against assessment. Furthermore, it is argued that summative assessment of the pre-service teachers causes a one-dimensional view of assessment, so they need guidance to take the responsibility of self-assessing and/or peer-assessing throughout their training (Raths & Lyman, 2003) so that teacher educators can provide multiple perspectives in assessment to contribute to prospective teachers' development and training (Mann, 2004).

The aim of the fifth sub-research question was to reveal the problems and challenges faced by the ELTEC instructors in the planning and teaching of the ELTEC and possible solutions and suggestions in developing and implementing the ELTEC. The overall findings revealed curriculum-related problems (n.19); institutional problems (n.15); problems related to educational system in Turkey (n.15); student-related problems (n.12), and problems related to course materials (n.5).

The first curriculum-related problem reported by 19 ELTEC instructors was time limitation for the ELTEC. They either stated that one single 3-hour course does not provide them with sufficient amount of time to include all the necessary theoretical concepts of LTA (n.11) or reported that they are obliged to reduce the time allocated for the applications of the theoretical aspect of the

LTA such as test analysis, test development for all language skills, and tasks for writing various items for assessing each language skill and language area (n.17) What's more, referring to the very limited, sometimes no contexts and chances for practicing the theoretical concepts of LTA, more than half of the ELTEC instructors noted that one critical challenge was the lack of opportunity for the students to find real groups of students to prepare and apply a test. Moreover, time limitation caused a further challenge of confronting what topics to include in a single course where they were expected to teach all the theoretical and practical aspects of LTA as well as alternative assessment tools. This problem was further explained by some of the ELTEC instructors with the diverse work conditions of the graduates of EL teacher education. The time limitation problem in the ELTEC especially for application-oriented tasks and projects becomes more of an issue because whenever the ELTEC instructors were asked which topics in the ELTEC that their students had difficulty in understanding, the analysis of their responses revealed that applying the theoretical knowledge in LTA was the aspect of the course where the pre-service EFL teachers had the most difficulty in (n.18). This finding was outstanding in that although the majority of the ELTEC instructors previously reported that one single LTA course is sufficient in EL teacher education programs; the most frequently mentioned by almost all of the instructors was the time constraint again. Second curriculum-related problem that the ELTEC instructors listed was the fact that there is not any specific LTA course for assessing young learners (n.8). In other words, the ELTEC instructors underscored the problem that the current ELTEC is not enough itself to cover basic theoretical foundation of LTA with all the traditional testing tools and various language test types let alone teaching how to assess young learners, which requires a very different spectrum of principles and assessment methods (Cameron, 2001; McKay, 2006). Therefore, lack of a LTA course for assessing young learners was mentioned as a problem available in the EL teacher education curriculum in Turkey. Lastly, 6 ELTEC instructors pointed out the unsuitable placement of the ELTEC in the curriculum. Namely, they expressed

that the last semester right before the pre-service EFL teachers are about to graduate from the university is not an appropriate time for them to benefit from the ELTEC at a maximum level as targeted.

The ELTEC instructors also expressed that crowded classrooms negatively affected the way they taught the course. More specifically, when the class was too crowded, they resorted to focusing more on the theoretical aspects of LTA inevitably reducing hands-on activities and concrete examples and application-oriented tasks that they would include under normal circumstances. Other institutional problems were the lack of teacher educators specialized in LTA, their heavy workload in terms of hours of teaching each week, and the lack of collaboration among instructors teaching the ELTEC or other pedagogical knowledge and pedagogical content knowledge courses.

Another set of problems and/or challenges encountered by the ELTEC instructors was found to be about the students in general. These were related to students' study habits and their negative impacts on the teaching and learning of the LTA topics; students' resistance to learning certain topics; students' anxiety about finding a job, therefore, lack of concentration on the course; lack of knowledge transfer from other methodology courses into the ELTEC, which, as reported by the instructors, critically affect their acquisition of LTA knowledge and skills in a negative way.

The last category of problems encountered by the ELTEC instructors (n. 15) was found to be the ones related to educational system in Turkey. Accordingly, out of 21 ELTEC instructors, 14 called attention to the predominance of testing in the culture of learning and teaching in Turkey due to exam-orientedness in the educational system. They argued that the testing-dominant educational culture affected the pre-service EFL teachers negatively resulting in the idea that they will only make use of tests with multiple-choice questions, matching and true/false questions to assess their students in their future career. They

further explained that such conceptualization of pre-service EFL teachers often resulted from their bad and inappropriate assessment experiences or summative assessment-oriented experiences as students in their educational life. Thus, it is highly possible for EFL teachers to subconsciously reflect their previous experiences of summative assessment, which is difficult to be changed by receiving professional training (Borg, 2003; Yin 2010). One of the ELTEC instructors expressed this situation with a fitting metaphor saying "*Turkey is a real testing garbage dump*" (Instructor 21) where language testing and assessment is not carried out in the way language is taught, but language teaching is shaped to teach to the tests which are often ill-prepared and lack validity and reliability principles (Büyükkarcı, 2014; Haznedar, 2012; Köksal, 2004; Sariçoban, 2011). Therefore, as suggested by the ELTEC instructors, the students are in the opinion that there is a mismatch between assessment methods used at schools and EL teacher education programs when they are taught alternative assessment tools and statistical concepts and analyses because it is often the case in the countries "where high-stake testing dominates the educational policy and the reflection of formative assessment in the classes comes out with some problems..." (Özdemir-Yılmaz & Özkan (2017, p. 337). These findings support Lam (2015) who found out that most of the pre-service teachers in language teacher education programs in Hong Kong remained doubtful about certain language testing and assessment knowledge skills and their application in their practicum and future professional careers. Therefore, he recommends that to bridge the theory–practice gap, LTA course instructors, practicum supervisors, and program directors can cooperatively work and incorporate knowledge and skills of LTA in teaching practicum to promote LAL development (Lam, 2015).

After revealing the problems and challenges faced in the planning and/or teaching of the ELTEC, the instructors also reported their suggestions and solutions. The overall results revealed that first ELTEC instructors should be a role model for the pre-service EFL teachers using good and quality assessment

practices to assess their learning as well as contribute to their learning. Furthermore, out of 20 instructors highlighted the significance of setting an example with quality and principled-assessment methods. Therefore, they highly suggested that the instructors be a role model and assess pre-service EFL teachers' achievements by not only using traditional assessment tools such as tests with frequently used items like multiple choice questions and true/false questions, but also a wide range of item types appropriate for the knowledge and skills to be assessed and alternative assessment tools such as portfolios, projects, self-and peer-assessment with regular feedback. Other suggestions for the ELTEC instructors were giving real-life examples to illustrate the theoretical issues of LTA like achievement tests such as midterm and final exams they were administered as students, proficiency tests such as TOEFL, IELTS, and YDS (n.19); more application-oriented tasks in the course (n.19); simplifying the theoretical content (n.10), balancing the theory and practice (n.2), and flipping the classroom (n.2).

Jeong (2013) and O'Loughlin (2013) and Pill and Harding (2013) call attention to the language and discourse of LTA field referring to its overly technical nature for a non-specialist audience. Moreover, they even warn that this technical nature may generate misconceptions. Therefore, all three researchers suggest that innovative and effective ways of theoretical and practical aspects of LTA should be communicated in a way that these issues become comprehensible and accessible to non-experts of LTA, for example, through an online module for pre-service EFL teachers.

Second category for the solutions of the problems and suggestions for effective teaching of the ELTEC was related to the instructors teaching the ELTEC. First, significant number of the ELTEC instructors (n.20) stated that the teacher educators teaching the ELTEC should involve in professional development activities in LTA issues and to follow the recent developments in the field to develop their expertise in LTA to effectively develop LAL of the students and

to set a good role model. This finding supports Volante and Fazio (2007) who argue that "teacher educators' assessment strategies should be used to facilitate the scaffolding of student knowledge and skills" (p. 762). Moreover, Taylor (2009) recommends that course instructors receive professional development regarding how to communicate recent assessment theories, practices, and principles to prospective language teachers by participating seminars, conferences, polishing their knowledge through text-based materials, and workshops provided by their educational institutions. Other suggestions were coordinating school experience and practicum courses with the ELTEC (n.8), cooperating with the instructors teaching other methodology courses and general measurement and evaluation course (n.7), increasing cooperation among the ELTEC instructors in Turkey (e.g., organizing workshops) (n.2), inviting guests from testing world (n.1). Furthermore, the results revealed solutions and suggestions for necessary changes in the EL teacher education curriculum (n16). Out of these 16 ELTEC instructors, 11 recommended adding at least one more LTA course to the curriculum to eliminate all of the time-related problems in the ELTEC. To illustrate, ELTEC instructors stated that the ELTEC can be divided into two courses to be taught in two subsequent semesters. In the first course, the theoretical issues and concepts together with all the traditional testing methods are taught, and in the second one the students apply the theoretical concepts and learn alternative assessment tools. What's more, 2 ELTEC instructors even underscored the need for 3 ELTEC courses in the EL teacher education curriculum: a LTA course designed to teach theoretical basis of LTA; one course with necessary classical and traditional testing tools and techniques; one course with alternative assessment tools including assessing young learners. This way, they argued, teacher educators would not face with the challenge of selecting certain topics over others; they could include as many application-oriented tasks as necessary in these 3 inter-related courses in the semesters that come one after another. The findings also pointed to adding a separate course for assessing young learners (n.11) because the ELTEC instructors highlighted the fact that the nature of assessing young



learners is very different from that of adult learners because of different dynamics of learners with different ages. Another suggestion was related to the placement of the ELTEC. 9 ELTEC instructors recommended that the ELTEC be moved to the 7<sup>th</sup> semester in the third year of the EL teacher education program so that the pre-service EFL teachers would be ready to observe and practice LTA skills and knowledge in their practicum schools with a higher level of awareness.

Last category of solutions and suggestions revealed from the responses of the ELTEC instructors was related to the educational system in Turkey that requires actions from policy makers in the educational system (n.9). These instructors reported that testing-oriented educational culture in Turkey negatively affects the decisions and actions of EFL teachers regarding how and what to teach in the class therefore influencing students' learning. Moreover, the instructors stated that due to over-emphasis on tests and traditional testing tools, alternative assessment tools is not preferred and used by most of the in-service EFL teachers. This, in return, shapes the pre-service EFL teachers conceptualization and realization of testing and assessment in a negative way forcing them to believe that alternative assessment tools and formative assessment will be no good use for them in their profession. Thus, the ELTEC instructors' suggestion has the characteristics of a call for restructuring the approach to LTA in schools and relying more on formative assessment rather than only summative assessment. Similar to the findings of this study, Leung and Scott (2009) call for dismantling heavily test-oriented schooling regime by adopting a policy of "assessment for learning", putting the possible positive contributions of assessment to learning at the center. Finally, in line with the previous suggestion of restructuring the LTA approach in educational system in Turkey, 3 ELTEC instructors also called attention to increasing the cooperation and communication between Ministry of National Education and Council of Higher Education informing and consulting each other in

educational reforms and changes so that there can be a uniformity both in terms of teaching the language and testing and assessment practices carried out inside the classrooms and nationwide. The findings show us that despite several projects and reforms in the EL teacher education programs and faculty of educations with an attempt to provide quality teacher training for at universities in Turkey, where the lack of communication and cooperation between MoNE and CoHE were also referred in 1998 and 2006 (Hatipoğlu, 2017), teacher educators complain that the lack of communication and mismatch between two significant educational policy-making bodies in Turkey still prevail.

In the sixth sub-research question, it was aimed to uncover the ELTEC instructors' observations about the pre-service EFL teachers' attitudes towards ELTEC and LTA. The results yielded valuable results as to pre-service EFL teachers' affective attitudes and perceptions of LTA and the ELTEC.

In terms of students' affective attitudes towards the ELTEC and LTA, 12 ELTEC instructors stated that pre-service EFL teachers reflected high motivation and interest in the course because they were aware of the importance of testing and assessment for students' learning and achievements. On the other hand, there were students who exhibited strong resistance to learning certain topics of LTA specifically statistical concepts and analyses. Interestingly, the results also revealed that some prospective EFL teachers displayed negative reactions against the assessment methods themselves especially against pen and paper exams themselves. One plausible explanation for their negative attitudes against how they are assessed and/or the formal written exam in a course where they are trained to learn how to test and assess language skills of their future students might come from the lack of awareness of the importance of using not only formative assessment but also summative assessment to see the progress of the students as well as measure their learning. As for the findings related to students' attitudes and their perceptions of the ELTEC and LTA, the majority of the ELTEC instructors reported their

observations that the students found the ELTEC useful for their profession, yet difficult at the same time while others expressed that the students often found their courses as nicely balanced between theory and practice (n.7).

Moreover, half of the ELTEC instructors stated that the students had the awareness of the significance and functions of testing and assessment in language teaching and learning whereas some of the instructors complained about the lack of awareness for the importance of LTA and interface between testing and teaching. In the light of their teaching experiences and observations in the class, the ELTEC instructors mentioned that most of the pre-service EFL teachers considered teaching process as the core aspect of language education while perceiving testing and assessment as a subsidiary procedure that needs to be carried out to formally recording the students' achievements, and they also emphasized that the students developed a wrong preconception that they will be only using ready-made tests downloading them from the internet or photocopying them from the supplementary materials provided by the publishers in the field instead of preparing the tests themselves. This lack of awareness for the significant role of LTA and its interrelated nature with teaching and learning was further associated with other two perceptions of the pre-service EFL teachers. Accordingly, 8 ELTEC instructors reported having observed narrow conceptualization of assessment on the part of the students because "*they think assessment only as testing, and they are in a position to view assessment as consisting of multiple choices, true-false statements so on*" (Instructor 2).

The ELTEC instructors attributed these disadvantageous conceptions of the pre-service EFL teachers to their bad assessment experiences earlier in their educational lives as students due to the test-oriented educational system in Turkey where teachers often teach to the high stakes tests and use traditional testing tools and techniques in their assessment procedures eliminating and or minimizing the use of alternative assessment tools such as portfolios, learner

diaries, conferencing, self-and peer-assessment. Moreover, pre-service EFL teachers generally get confused by the mismatch between theory and practice in the sense that teacher educators themselves don't apply these principles and theoretical concepts of LTA in their own courses. Put it differently, when pre-service EFL teachers do not observe that the teacher educators themselves do not make use of the assessment methods that they argue as useful and important, then they doubt the utility of these methods and regard them theoretical issues to learn just to pass the course. Therefore, the biggest challenge in promoting assessment literacy seems to be persuading end-users, in this case, prospective EFL teachers that topics of LTA are worth learning indeed (Newfield, 2006).

The findings of this study were also in line with those of Hatipoğlu (2015a) who found out that the local context of education, the local assessment culture, and the pre-service previous assessment experiences as language students might strongly affect their beliefs, perceptions, and expectations about their language assessment literacy training in the ELTEC and their perceived level of significance of LTA training in their teaching profession. This can be further supported with the findings of related studies by Han and Kaya (2014) and Karagül, Yüksel and Altay (2017) who found out that although EFL teachers have high level of awareness of the alternative assessment tools and belief in their usefulness, due to crowded classrooms and limited number of class hours for teaching English, they reported that they did not utilize these tools to assess their students' language skills, but opted for traditional assessment techniques adopting a summative assessment approach. The results of these studies are enlightening because it reveals poor and inappropriate classroom-focused language assessment practices do not only result from the lack or insufficient LTA training received by pre-service EFL teachers in EL teacher education programs, but it is also an undesired by-product of poor physical conditions of classroom in educational institutions EFL teachers work as well as negative impact of test-orientedness of Turkish educational system in Turkey

(Hatipoğlu, 2010, 2016a, 2017). Therefore, what pre-service teachers observe at schools where they go for practicum courses is frequent use of traditional assessment techniques such as fill-in-the blanks, matching, true-false, short answer, and multiple choice questions in their practices in assessing students' language skills (Han & Kaya, 2014; Haznedar, 2012; Köksal; 2004; Kömür, 2018). Tsagari and Vogt (2017) are also in agreement with the idea that "regulations of the national or regional educational authorities highly impact on teachers' assessment practices and procedures" (p.48) because as they found out in their study with primary and secondary EFL teachers in Greece, Cyprus, and Germany, pen-and paper exams are very much a part of their local testing culture, and they frequently used traditional testing techniques such as fill-in-the blanks and short answer questions as well as translation of isolated words.

Final research question aimed to investigate the pre-service EFL teachers' evaluation of their LTA training in EL teacher education programs. The findings reveal that in general pre-service EFL teachers find their LTA training sufficient in the ELTEC in EL teacher education programs in Turkey because they rated the amount of received training in most of the LTA concepts and topics either as sufficient or extensive despite the contradictory results emerging from the interviews with the ELTEC instructors and course syllabi. They believe they have received sufficient amount of training in LTA in general, yet they evaluate the amount of their LAL training mostly either little or none for certain topics such as alternative assessment tools, assessing pronunciation and speaking, approaches to testing, types of testing, scoring, using statistics to analyze test data, preparing proficiency tests, and stages of test development.

There can be four plausible explanations for the results that reflect sufficient amount of training as evaluated by pre-service EFL teachers although the results of the interviews with the instructors and course syllabi analyses

showed the opposite in most cases. First, it might be the case that pre-service EFL teachers do not distinguish what they know or what they do not know. Second, they might not be aware of how to apply theoretical knowledge they have learnt in the ELTEC due to inexperience in test development and assessment-related practices in real classroom, which they are likely to realize while on the job (Brown & Bailey, 2008; Vogt & Tsagari, 2014). Third, due to the influence of exam-orientedness and such assessment experiences as students for many years, the pre-service EFL teachers developed a semantically narrow understanding of assessment (Köksal, 2004) as also reported by the ELTEC instructors in this study, the students believe that it will be sufficient for them to know traditional assessment methods and techniques because they will be the LTA techniques and methods they will be using in their future career. Fourth, questionnaire as the only data collection tool may not be enough itself to draw a detailed picture of students' perceptions of the received training on LTA to develop their language assessment literacy.

#### **5.4. Implications and suggestions for LAL Development of EFL teachers in EL Teacher Education Programs**

This particular research is unique in its kind because there have been no studies that have investigated course-based LAL development of prospective EFL teachers in EL teacher education programs in Turkey, by formulating seven research questions which enable the researcher to bring the pieces of the puzzle together step by step including the voices of two key stakeholders in LTA; that's, ELTEC instructors and the pre-service EFL teachers. Therefore, the results imply how the course-based LTA training in EL teacher education programs in Turkey can be made more effective and aligned to the needs of prospective teachers by revising the instructors' and students' approaches to LTA and LAL, learning objectives, LTA topics covered, instructional strategies, course materials, and assessment methods used in the ELTEC in order to meet the localized LTA needs of prospective EFL teachers as well as keep

up with the recent developments of classroom-based language assessment in the world. Therefore, there are several noteworthy implications and suggestions that can be drawn from the findings of this research for the policy makers responsible for curriculum renewals, teacher educators in general and instructors teaching the ELTEC, language teachers, materials developers/course book writers in the field of LTA, and for the researchers conducting studies on LAL and LAL development of pre-in-service language teachers.

#### **5.4.1. Implications and suggestions for policy makers and teacher educators in EL teacher education programs**

One of the striking key findings of this study is the time limitation for covering both core theoretical and practical aspects of LTA regarding various age and proficiency level groups of students in a single LTA course in the EL teacher education curriculum. This has caused a challenge for the ELTEC instructors in the planning of the course content because they had to select certain topics (e.g., assessing language skills and areas through traditional assessment methods and question types such as multiple choice true/false, gap filling, matching questions; test and testing types, principles of testing and assessment such as reliability and validity) over other required core LTA topics (e.g., assessing language skills using alternative assessment methods, developing and administering a complete language test/exam, using rubric and scoring tests, giving feedback, ethical issues and fairness, assessing young learners as well as formative assessment). Therefore, Turkish EFL teachers have often received insufficient LAL training in their undergraduate education, and ultimately they exhibit low level of LAL (Büyükkarcı, 2014, 2016; Köksal, 2004; Hatipoğlu, 2015; Sarıçoban, 2011; Şahin, 2015). Scrutiny of relevant literature has also revealed that one single LTA course is not sufficient to effectively develop prospective language teachers' LAL (e.g., Büyükkarcı, 2014; 2016; Hatipoğlu, 2010, 2017; Lam, 2015) to cope with the challenging and necessary task of

regularly assessing their students with both summative and formative assessment purposes therefore, the requirement of a wide range of knowledge and skills in both traditional and alternative forms of language assessments.

For the ELTEC instructors to be able to cover the necessary theoretical knowledge and practical skills as well as critical assessment, which are defined as the constituents of LAL (Inbar-Lourie, 2008a, 2013; O'Loughlin, 2013), there is an urgent need for to make changes in EL teacher education curriculum and increase the number of LTA-related courses to at least two, at most three as also suggested by the ELTEC instructors in this study. Policy makers need to take immediate actions to provide the required amount of time by incorporating one or two more must LTA courses as an addition to already available general testing and assessment course in education and LTA course into the EL teacher education curriculum and make sure that each EL teacher education program in Turkey offers all of these general testing and assessment and LTA courses because the findings of this study have also showed that 2 EL programs in Turkey; namely, Bahçeşehir and Maltepe Universities do not offer any elective or required LTA courses in their programs but only teach a general measurement and evaluation course in the 6<sup>th</sup> semester while 4 EL teacher education programs; that's, İstanbul Bilgi, Middle East Technical, TED and Boğaziçi Universities) do not include any course for general testing and assessment in education which is accepted as critical to form the foundational knowledge base of LAL (Inbar-Lourie, 2008a 2013). However, as also put forward by Kahl et. al. (2013), Lam (2015), Volante and Fazio (2007), it is imperative that language teacher education programs offer systematic and quality LAL training in LTA courses for the prospective teachers to effectively and successfully carry out their both teaching and LTA-related practices in their profession.

Based on the overall findings of this study, and the results related to the ELTEC instructors' suggestions for effective and quality LAL development,



the following can be recommended for the addition of LTA courses to the EL teacher education curriculum:

First suggestion was addition of a course entitled *Language Testing and Assessment*. The content of such a course, as the first LTA course in the program, can be designed in such a way that knowledge and skills related to summative assessment approach to LTA can be taught to prospective students. More precisely, the course can include LTA topics and skills such as the interface between teaching and testing; major terminology such as testing, assessment, evaluation, measurement, formative & summative assessment; principles of LTA such as validity, reliability, backwash, practicality, fairness, authenticity; purposes of testing and test types such as achievement and proficiency tests, placement and certificate awarding tests, high stakes standardized language testing; kinds of testing such as integrative vs discrete-point testing, direct vs indirect testing, criterion-referenced vs norm-referenced testing; approaches to testing with a specific focus on communicative language testing because in ELT Curricula provided by MoNE expect language teachers to develop communicative competence of the learners; traditional assessment methods such as pen and paper exams/tests including traditional question types such as multiple choice, matching gap filing, sentence completion, true/false, open and close-ended questions to assess language skills and language areas as well as ethical issues.

Second suggestion was addition of a course entitled *Classroom-based Language Assessment*. As a following and complementary course to the first LTA course suggested, this can be organized in such a way to equip the prospective EFL teachers with the theoretical knowledge and practical skills regarding formative assessment to LTA because classroom teachers are mostly dealing with classroom-based language assessment with a focus on improving language learning and teaching diagnosing the topics and skills that the learners are having problems with and doing remedial teaching afterwards

instead of measuring their language level only. To put differently, classroom language teachers are expected to adopt assessment for learning with a more focus on alternative assessment tools in line with the developments in LTA (Black & William, 1998; Norris, 2012). Moreover, the latest ELT curriculum renewals of both primary and secondary schools and high schools in Turkey require language teachers teaching English to grades 2-12 need to match their assessment methods to their teaching philosophy, the theoretical frame of testing and assessment procedures are primarily grounded on the CEFR where diverse testing and assessment types and techniques especially alternative assessment tools such as self-peer assessment, observation, projects, portfolios, preparing posters and graffiti walls, conferencing, performance assessment, creative drama tasks learner diaries, and formative assessment approach are suggested. As one of the pillars of formative assessment, classroom language teachers should also provide regular feedback for the students based on the results of pen and paper exams as well as alternative assessment tools (Black & William, 1998; William, 2011) so that LTA practices positively contribute to students' learning and fulfilling the learning objectives of the curriculum. Besides, the new 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum puts high emphasis on the use of technology in English classes, supplementing face-to-face language teaching with online materials and tasks. This change in teaching philosophy also require the additions to the classroom-base language assessment incorporating electronic assessment types such as Video Blogs (V-logs), Tech Pack, and E-portfolios, or Web 2.00 tools and applications which can enable classroom language teachers to create online quizzes that can be automatically graded like QuizStar (Kılıçkaya, 2010) and Socrative (Sprague, 2016) or GradeCam Go! which helps teachers grade multiple-choice tests and immediately provide feedback for the students and monitor their progress (Kılıçkaya, 2016). Briefly, in this second LTA course suggested to be added into the EL teacher education program, the ELTEC instructors need to organize the content by considering these changes in the LTA practices expected from an EFL teacher in Turkey. Therefore, the contents can include theoretical

knowledge and skills regarding a wide range of alternative assessment tools, formative assessment to assess language skills and language areas (i.e., assessment for learning) intertwined relation between assessment and teaching & learning, giving feedback, and using appropriate rubric.

In addition, the results revealed insufficient training regarding assessing young learners since few ELTEC instructors cover LTA issues and skills for assessing young learners as a single LTA course is already inadequate for teaching fundamentals of LTA for students' LAL development. Therefore, considering the time in the program, one specific course can be incorporated in to the curriculum, tailored for meeting prospective EFL teachers' needs for effectively and appropriately assessing language skills of young learners depending on their cognitive, emotional, and physical developmental features because the graduates of EL teacher education programs mostly work in primary and secondary schools as well. Otherwise, language teachers teaching English 2nd - 8th graders exhibit poor and inappropriate assessment methods as found by Haznedar (2012), Köksal (2004), Öz (2014), Han and Kaya (2014). If the time in the program does not allow adding another LTA course, then skills and topics of assessing young learners should certainly be integrated into the course "teaching English to young learners" and the second suggested LTA course "Classroom-based Language Assessment".

As for the implications regarding the placement of these courses in the EL teacher education programs, it can be suggested that when and if the number of the LTA courses is increased, the first part "Language Testing and Assessment" is offered in the 7<sup>th</sup> semester right after the term when general testing and assessment course is taught but not earlier than that because it was found in the study that most of the ELTEC instructors highlighted the strong background knowledge and skills and how to teach the language first by having taken all the language methodology courses so that they can understand the concept of testing and assessment aligning their methods of assessment to their

teaching for positive backwash (Fulcher & Davidson, 2007). The second course "Classroom-based Language Assessment" can be taught in the last semester as a complementary to the previous LTA course and as the last phase of prospective EFL teachers' LAL development.

Moreover, as also recommended by several ELTEC instructors in this study and suggested by some researchers (Inbar-Lourie, 2013; Lam, 2015; Volante & Fazio, 2007) the components of LAL; that's certain LTA issues and skills might as well be integrated into other pedagogical content knowledge courses such as teaching language skills, teaching English to young learners, and methods and approaches in ELT so that by the time the students come to 7<sup>th</sup> semester when they are provided the first LTA courses, they will have already been familiar with certain concepts and developed the necessary awareness for the importance of LTA for quality and affective language teaching and learning. Besides, in school experience and teaching practice courses where prospective teachers go to practicum schools to observe their mentor teachers in a real classroom and do teaching practices with a supervisor coordinating the process, the pre-service EFL teachers can be also given LTA-related tasks and projects to apply and experience LTA topics and skills they learn in the related courses (Lam, 2015). Because parallel to the previous findings (Hatipoğlu, 2010) the findings of the study revealed both ELTEC instructors and students complained about the lack of sufficient amount of practice and authentic experience, in some cases none, regarding stages of test development, preparing, analyzing, administering, scoring language tests or other assessment methods, interpreting and evaluating the results of the tests. As a graduate of EL teacher education program from a prestigious private university in Turkey, I recall that the requirements as weekly observation and application tasks in our school experience and practice teaching courses were mainly related to teaching, classroom management, and using materials yet not a single task or project on LTA-related activities. 10 years after my graduation, it looks as if so little has changed because the results of this particular research showed only a

few ELTEC instructors make use of practicum schools and assign their students to do observations of their mentors' LTA practices in the class or to carry out their test construction project for the students in the class where they are carrying out their practice teaching.

In line with this implication, another but closely related suggestion can be that instructors teaching the LTA courses might also teach school experience and practice teaching courses so that they can easily align the tasks to the LTA knowledge and skills and coordinately teach these courses. As a result, they can provide opportunities for the authentic experience and applications in LTA that most of the ELTEC instructors and prospective EFL teachers complained about in the study.

Other implications drawn from the findings of the study are for the EL teacher education program administrators regarding the number of students in the classroom and workload of the teacher educators. One of the noteworthy findings of this study was that the workload of LTA courses, in this case ELTEC, both for teacher educators and pre-service EFL teachers is really heavy due the nature of the LAL development process. While the students are learning technical and theoretical concepts and issues of LTA, they also require practice and application-oriented tasks and projects and definitely receive regular feedback for their products. In other words, considering the amount of time ELTEC instructors spend checking students' item writing tasks and test construction projects for regular detailed feedback and the time for individual student contacts and meetings, teacher educators teaching LTA courses can be assigned to teach less number of courses, especially when they are coordinately teaching both LTA courses and school experience and practicum courses at the same time.

#### **5.4.2. Implications and suggestions for the instructors teaching the ELTEC**

This research yielded illuminating results regarding the effective and quality course-based LAL development of prospective EFL teachers in the light of the developments in LTA and LAL developments as well localized, context-specific LTA needs of EFL teachers. First implication that can be drawn from these results is related to how to teach LTA knowledge and skills to the students. Accordingly, a holistic approach can be suggested for a quality LAL development, especially for bridging the theory-practice gap as also strongly highlighted in the relevant literature (e.g., Boyles, 2005; Scarino (2013), Siegel & Wissehr; 2011; Stiggins, 1991) to make sure that teacher educators transcend a mere theory and knowledge-oriented LAL training. More precisely, instructors teaching LTA courses should make use of teacher-fronted lecture-based teaching to introduce technical and theoretical aspects of LTA, which are generally found quiet complex and difficult to understand by the students as revealed in this study. However, such a traditional teacher-fronted teaching should be definitely followed by task-oriented teaching through which prospective EFL teachers are given opportunities to write questions and test items to assess each language skill and language area, therefore, apply the theoretical knowledge immediately after mini-lectures. Moreover, by using project-based teaching, the instructors can develop students' knowledge and skills regarding test development stages, test analyses, validity, backwash, and reliability principles of LTA. In the mean time, the instructors should certainly provide regular oral and/or written feedback for the item writing tasks and test construction projects so that students can realize the knowledge and skills they need to develop, and learn from their mistakes. Besides, the instructors can also do remedial teaching in accordance with their feedback. One more instructional strategy to use within the scope of suggested holistic approach to LAL development in LTA courses is peer-assisted learning. As the findings of the study have demonstrated, students benefit from their classmates especially

during group and/or pair work test development projects. Collaborative works are found to contribute to their peers' learning. Thus, in the ELTEC, in addition to individual projects and assignments, the students can be assigned to work in pair or groups and peer-assisted learning can be facilitated through peer feedback and peer assessment as well.

Second implication for the instructors teaching the ELTEC is regarding the learning objectives and the topics covered in the ELTEC. The results have revealed that most of the EL teacher education programs do not include the learning objectives regarding required core topics of LAL such as alternative assessment methods for assessing language skills, administering tests, interpreting and sharing test results, giving feedback, approaches to language testing, using rubric, scoring, stages of test development, technology-based LTA, adapting ready-made tests as, CEFR and Language Assessment/European Language Portfolio well as fairness and ethical issues in testing; therefore, prospective EFL teachers do not receive either sufficient training on these knowledge and skills or no training at all. Hence, the instructor teaching LTA courses should carefully consider the needs of prospective EFL teachers, follow the recent developments and trends in LTA and LAL in the world and revise the learning objectives of their courses and appropriately translate the identified learning objectives into weekly contents to be covered in the course.

Third implication drawn from the results of this thesis is the need for updating course book(s) utilized in the ELTEC and enriching the course materials by incorporating online LAL training resources and useful related articles for further reading for the students. The findings have revealed that majority of the LTA course books used as major course materials was published before 2000 and they are rather on the theoretical side of LTA causing a practice gap. Since it was also revealed in the study that ELTEC instructors mostly determine the content of the ELTEC based on the major course books, there is an urgent need

to select more recent published LTA textbooks with clear and accessible language for pre-service EFL teachers including both theoretical knowledge and sample tests and questions and application-oriented tasks and scenarios for classroom-based language assessments. These features have also been identified as the expectations of EFL teachers from a LTA textbook in a LTA course as revealed by Fulcher (2012). In line with this, following LTA books can be recommended for the ELTEC instructors to use as major or secondary course books in the ELTEC in the order of appropriateness and usefulness for LAL development prospective EFL teachers:

1. "Assessment in the Language Classroom" by Cheng and Fox (2017)
2. "A Practical Guide to Assessing English Language Learners" by Coombe et al. (2007)
3. "Classroom-Based Evaluation in Second Language Education" by Genese and Upshur (1998)
4. Handbook of Assessment for Language Teachers by Tsagari et. al, (2018) as a final product of their Teachers' Assessment Literacy Enhancement (TALE) Project free-downloadable and supported by "an online, self-study (Moodle-based), training course (<http://taleproject.eu>) that can be used by pre- and in-service teachers of English (and other foreign) languages as well as teacher trainers to raise their awareness and levels of LAL, [.....] including eight chapters plus a glossary, all of which cover a variety of theoretical and practical issues. Each chapter comprises several tasks which acquaint teachers and trainers with a wide repertoire of useful assessment methods, techniques and tools so that they can enhance their language assessment literacy" (Tsagari et. al., (2018)
5. " Testing for language teachers" by Hughes (2003, 2<sup>nd</sup>ed.)
6. "Language Assessment: Principles and classroom practices" by Brown and Abeywickrama (2010)
7. "Language testing and assessment: an advanced resource book" by Fulcher & Davidson (2007)



8. "Language test construction and evaluation" by Alderson, Clapham and Wall (1995)
9. "Practical Language Testing" by Fulcher (2010)
- "Language assessment: principles and classroom practices" by Brown, H. D (2004)
10. "Writing English Language Tests" by Heaton (1990)
11. "Techniques in testing" by Madsen (1983).

Apart from the these course book as course materials, the ELTEC instructors can also integrate online LAL training sources such as online-based assessment literacy training developed by Tsagari et. al., (2018) on <http://taleproject.eu>, Video FAQs. Introducing topics in language testing on <http://languagetesting.info/video/main.html> by Fulcher and Thrasher (1999/2000) as well as Mark My Words Videotape Series: Assessing Second and Foreign Language Skills (1997) to supplement their course books and enrich the course materials in the ELTEC. Incorporating these online LAL training resources can also enable the instructors to use flipped classroom both as a way of creating more room for application and practice inside the classroom and develop prospective EFL teachers' autonomy in taking the responsibility of their own professional development in LTA and improve their reading habits. However, to ensure the students are reading the materials at home, certain follow-up tasks and discussions should be included during the lesson as well.

In addition, the following LTA textbooks can be utilized by the ELTEC instructors as resource for further supporting their lectures, examples as well as develop and revise their own LTA knowledge and skills as also suggested by Davies (2008):

1. "Fundamental considerations in language testing" by Bachman (1990)

2. "Language Testing in Practice: Designing and Developing Useful Language Tests" by Bachman and Palmer (1996)
3. " Language Testing: The Social Dimension" by McNamara and Roever (2006)
4. "Communicative language testing" by Weir (1990)
5. " Language Testing" by Lado (1961)
6. " Testing and experimental methods" by Allen and Davies (1977)
7. " Testcraft: A teacher's guide to writing and using language test specifications" by Davidson and Lynch (2002)
8. "Critical applied linguistics: A critical introduction" by Pennycook (2001)
9. "The power of tests: A critical perspective on the uses of language tests" by Shohamy (2001)
10. "The Dictionary of language testing by Davies et. al., (1999)
11. "Language Testing" by McNamara (2000)
12. "Language Testing and Validation" by Weir (2005)

### **5.5. Limitations of the study and suggestions for further research**

There are some limitations to this study that should be acknowledged, and might be considered in future empirical research into LAL development and level of pre-and in-service language teachers. First one is related to the sample of the study. The bulk of the data came from the pre-service EFL teachers and teacher educators from the prestigious and well-known universities. Although the number of the participant was high (n.843 pre-service EFL teachers from 24 different universities and 21 instructors from 13 different universities), the number can still be increased and sample from eastern part of Turkey can be included for a more accurate picture of LAL development and ELTEC teaching in EL teacher education programs in Turkey. Second, the data collected from the pre-service EFL teachers regarding their perceived amount of training were mostly quantitative including likert-scale items. However, individual and focused-groups interviews with these informants would have yielded more

illuminative data regarding their perceptions of their LTA training in their undergraduate education. One last limitation can be stated as the lack of in-service EFL teachers' voices in the data. As one of the key stakeholders directly affected by the results of the LAL training and responsible for classroom-based language assessment in their professions, they could have been administered an adapted version of the pre-service EFL teachers' LAL training questionnaire to investigate their level of LAL, their perceived LAL training needs as well as their LTA practices and perceptions so that the content and teaching of the ELTEC can be better aligned with the needs of the prospective EFL teachers.

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## APPENDICES

### APPENDIX A: SUGGESTED ASSESSMENT PRACTICES IN ELT CURRICULUM FOR 2<sup>ND</sup> - 8<sup>TH</sup> GRADES

Language Skills	Assessment Techniques	Suggestions for Test Preparation
<b>Speaking</b>	<p>Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, Describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p>	<ul style="list-style-type: none"> <li>• Make sure you have prepared a reliable assessment rubric to assess students.</li> <li>• Anxiety and inhibition may cause problems: Provide a relaxing atmosphere in testing.</li> <li>• Encourage self- and peer assessment if applies (for higher proficiency grades).</li> </ul>
<b>Listening</b>	<p>Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/ No information, Understanding overall meaning and supporting details, Recognizing specific information, Questions and answers.</p>	<ul style="list-style-type: none"> <li>• Include both bottom-up and top-down listening techniques.</li> <li>• Bottom-up techniques typically focus on sounds, words, intonation, important grammatical structures, and other components of spoken language.</li> <li>• Top-down techniques are concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.</li> </ul>

<b>Reading</b>	Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform/complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.	<ul style="list-style-type: none"> <li>• Include both bottom-up and top down reading techniques.</li> <li>• Bottom-up techniques focus on morphological dynamics, words, collocations, key grammatical structures, and other components of written language.</li> <li>• Top-down techniques are concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text</li> </ul>
<b>Writing</b>	Describing a picture/visual/video, etc., Filling in a form(hotel check in form, job application form, etc.), Note taking/making, Preparing an outline, Preparing a list (shopping list ,a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement	<ul style="list-style-type: none"> <li>• Make sure you have prepared a reliable assessment rubric to assess students.</li> <li>• Provide a Genre (what to write), Audience (whom to write) and Purpose (why to write) for each writing assessment task.</li> <li>• Encourage self- and peer assessment if applies (for higher proficiency grades)</li> </ul>
<b>Samples for integrated Skills</b>	Summarizing a text (listening/reading and writing), Taking notes(listening and writing), Reporting an event(listening/reading and speaking), Paraphrasing(listening/reading and writing), Preparing a mind-map (reading/ listening and writing), Cloze/C-test (reading and writing), Dictation (listening and writing), Reading a text and present it(reading and speaking), Writing a text and present it (writing and speaking), Outlining a reading text (reading and writing)	<ul style="list-style-type: none"> <li>• Offer authentic or real-like tasks to promote communicative testing.</li> <li>• Avoid offering tasks beyond students' current intellectual and cognitive maturity.</li> <li>• Provide samples to trigger task completion via linguistic performance.</li> </ul>
<b>Alternative Assessment</b>	Portfolio Assessment, Project Assessment, Performance Assessment, Creative Drama Tasks, Class Newspaper/Social Media Projects, Journal Performance, etc.	<ul style="list-style-type: none"> <li>• Determine initially the content, criteria for task inclusion, describe criteria for grading and the analytic rubric carefully, and present those aspects to the students before the application. Make sure students understand and accept the rules of application.</li> <li>• Encourage the inclusion of all language skills in portfolio content with equal weight and value.</li> <li>• Note that portfolio assessment procedure would be incomplete and thus useless without feedback and reflection.</li> </ul>

(MEB-TTKB, 2013a, pp., 7-8)

## APPENDIX B: FINAL VERSION OF PRE-SERVICE EFL TEACHERS' LAL QUESTIONNAIRE

PRE-SERVICE TEACHERS' QUESTIONNAIRE				
<p>The aim of this questionnaire is to identify perceived Language Assessment Literacy (LAL) level of pre-service language teachers studying in Turkey. Please read and answer all of the questions in the questionnaire. Put a tick (✓) next to the appropriate options in questions with choices. If you would like to ask any questions, please e-mail to <a href="mailto:ssahin@baskent.edu.tr">ssahin@baskent.edu.tr</a>. Please fill in PART A first, and do not go back after completing PART B.</p>				
PART A: General Information and Educational Background				
A1.	Name & Surname	e-mail:		
A2.	Gender:      MALE <input type="checkbox"/>	FEMALE <input type="checkbox"/>		
A3.	Age:			
A4.	University:	Year of Graduation:		
A5.	Please write what you remember from the <b>English Language Testing and Evaluation course</b> ? (e.g., topics covered, books and materials used, assignments)?			
A6.	Have you ever prepared any exams or tests during <b>English Language Testing and Evaluation course</b> and/or your practice teaching courses (practicum)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
A7.	<b>If your answer to A6 is 'YES'</b> , please specify how many times have you prepared tests or exams, and write for which language skills you prepared the tests or exams for.			
A8.	Have you ever felt you received insufficient training related to <b>Language Testing and Assessment</b> during <b>English Language Testing and Evaluation course</b> and/or your practice teaching courses (practicum)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
A9.	<b>If your answer to A8 is 'YES'</b> , please specify what you have done to compensate for insufficient training in English Language Testing and Evaluation?			
A10.	Do you want to work as an English language teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
A11.	Would you like to work in Testing Units (exam preparation unit) if there are any in the school you will be working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
PART B: Training in English Language Testing and Evaluation				
<b>Concepts &amp; Topics</b> (None: No training; little: very superficial; sufficient/intermediate: enough training necessary to apply in the profession; extensive/advanced: extensive & detailed enough to work as a testing & assessment expert)		Specify the amount of training you think RECEIVED in the following domains during your university education		
		None	Little	Sufficient/Intermediate
1.	<b>Preparing classroom tests</b>			
2.	<b>Preparing diagnostic tests</b> (i.e., to find out what needs to be taught/ learned at the beginning of the units and/or course).			
3.	<b>Preparing placement tests</b> (i.e., to place students onto courses programs, etc.)			
4.	<b>Preparing tests for awarding final certificates</b> (from school/program; local, regional or national level)			
5.	<b>Preparing progress tests</b> (i.e., tests for identifying students' progress)			
6.	<b>Preparing achievement tests</b> (i.e., tests prepared to measure skills and knowledge learned in a given grade level, through planned instruction).			
7.	<b>Norm-referenced testing</b> (i.e., this kind of testing relates one student's performance to that of other students).			
8.	<b>Criterion-referenced testing</b> (i.e., testing which measures students' progress in relation to meaningful criteria).			
9.	<b>Discrete point testing</b> (i.e., it refers to the testing of one element at a time, item by item. Each testing involves a particular item (e.g., testing particular grammatical structures).			
10.	<b>Integrative testing</b> (i.e., testing in which many language elements are involved in the completion of a task. (e.g., taking notes while listening to a text and completing a cloze passage).			
11.	<b>Direct testing</b> (i.e., testing in which students are required to perform directly the skill aimed to measure, e.g., asking			

	students to write compositions if we want to measure their writing skills).			
12.	<b>Indirect testing</b> (i.e., testing which measure the abilities that underlie the skills aimed to measure, e.g., we test pronunciation ability by asking students to identify different sounds in minimal pairs).			
13.	<b>Objective testing</b> (i.e., testing which doesn't require scorer/teacher's judgment because scoring here is objective (e.g., multiple choice tests).			
14.	<b>Subjective testing</b> (i.e., it requires scorer/teacher's judgment because scoring here is subjective (e.g., scoring of a composition).			
15.	<b>Approaches to language testing</b> (i.e., essay translation approach, structuralist approach, integrative, and communicative approach).			
16.	<b>Stages of language test development</b>			
17.	<b>Establishing reliability of tests/assessment</b>			
18.	<b>Establishing validity of tests/assessment</b>			
19.	<b>Using statistics to study the quality of tests/assessment</b>			
20.	<b>Scoring criteria</b>			
21.	<b>Interpreting test scores</b>			
22.	<b>Giving grades</b>			
23.	<b>Giving feedback to students based on information from tests</b>			
24.	<b>Using ready-made tests from textbook packages or from other sources</b>			
25.	<b>Adapting ready-made tests to the needs of your students</b>			
26.	<b>Using informal/ non-test type of assessment</b> (e.g., essays, presentations, homework)			
27.	<b>Using continuous type of assessment</b> (e.g., quizzes).			
29.	<b>Using portfolios for assessment</b>			
30.	<b>Using projects for assessment</b>			
31.	<b>Using observation for assessment</b>			
32.	<b>Using learner diaries for assessment</b>			
33.	<b>Using self-assessment</b>			
34.	<b>Using peer-assessment</b>			
35.	<b>Using interviews/oral exams for assessment</b>			
36.	<b>Using rubrics</b> (i.e., the specific quality standards the teacher will use when evaluating, scoring, or grading an assignment or exam, which includes objectives, performance characteristics, and points or scores).			
37.	<b>Using and adapting the European Language Portfolio</b>			
38.	<b>Testing Reading in English</b>			
39.	<b>Different test items/task types to test reading in English</b>			
40.	<b>Testing Listening in English</b>			
41.	<b>Different test items/question types to test listening in English</b>			
42.	<b>Testing Speaking in English</b>			
43.	<b>Different test items/question types to test speaking in English</b>			
44.	<b>Testing Writing in English</b>			
45.	<b>Different test items/question types to test writing in English</b>			
46.	<b>Testing Grammar in English</b>			
47.	<b>Different test items/question types to test grammar in English</b>			
48.	<b>Testing Vocabulary in English</b>			
49.	<b>Different test items/question types to test vocabulary in English</b>			
50.	<b>Testing Integrated language skills in English</b>			
51.	<b>Testing Pronunciation in English</b>			
52.	<b>Different test items/question types to test pronunciation in English</b>			



**APPENDIX C: MEC AND ELTEC IN EL TEACHER EDUCATION  
PROGRAMS IN TURKEY**

<b>Universities with ELT Programs</b>	<b>General Measurement &amp; Evaluation Course</b>	<b>ELTEC</b>
1. Abant İzzet Baysal University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
2. Akdeniz University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
3. Aksaray University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
4. Alanya Alaaddin Keykubat University (Antalya)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
5. Amasya University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
6. Anadolu University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Assessment in Education	English Language Testing and Evaluation
7. Atatürk University (Erzurum)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	Foreign Language Testing and Evaluation
8. Aydın Adnan Menderes University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Testing and Evaluation	English Language Testing and Evaluation
9. *Bahçeşehir University (İstanbul)	<b>5<sup>th</sup> term</b>	No ELTEC
	Measurement and Evaluation	
10. Balıkesir University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
11. Başkent University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
12. Bayburt University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation

13. Biruni University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
14. Boğaziçi University	None	<b>8<sup>th</sup> term</b>
		Language Assessment
15. Çağ University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Testing and Evaluation	Language Testing and Assessment
16. Çanakkale Onsekiz Mart University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
17. Çukurova University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
18. Dicle University (Diyarbakır)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
19. Dokuz Eylül University (İzmir)	<b>5<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
20. Düzce University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
21. Erciyes University (Kayseri)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
22. Erzincan Binali Yıldırım University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
23. Eskişehir Osmangazi University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
24. Fırat University (Elazığ)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
25. Gazi University (Ankara)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
26. Gaziantep University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
27. Hacettepe University	<b>4<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	Foreign Language Measurement and Evaluation
28. Harran University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
29. Hasan Kalyoncu University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Assessment	Language Testing
30. Hatay Mustafa Kemal University	<b>6<sup>th</sup> term</b>	<b>2<sup>nd</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
31. İnönü University (Malatya)	<b>4<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation

32. İstanbul Aydın University	<b>4<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	Testing And Evaluation in Foreign Language Teaching
33. İstanbul Bilgi University	None	<b>6<sup>th</sup> term</b>
		English Language Testing and Evaluation
34. İstanbul Kültür University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Testing and Evaluation	English Language Testing and Evaluation
35. İstanbul Medeniyet University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
36. İstanbul Medipol University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
37. İstanbul Okan University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	Testing and Evaluation in Foreign Language Teaching
38. İstanbul Sabahattin Zaim University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Assessment	Evaluation and Measurement in Foreign Language Learning
39. İstanbul University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measuring and evaluating	Assessment and Evaluation in Foreign Language Learning
40. İzmir Demokrasi University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
41. Kocaeli University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
42. MEF University (İstanbul)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	Measurement and Evaluation in ELT
43. *Maltepe University (İstanbul)	<b>6<sup>th</sup> term</b>	No ELTEC
	Measurement and Evaluation	
44. Marmara University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Assessment and Evaluation	Assessment and Evaluation
45. Mehmet Akif Ersoy University (Burdur)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Measurement and Evaluation
46. Mersin University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
47. Middle East Technical University (Ankara)	None	<b>7<sup>th</sup> term</b>
		English Language Testing and Evaluation
48. Muğla Sıtkı Koçman University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	Assessment and Evaluation in Foreign Language Teaching
49. Necmettin Erbakan University (Konya)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation

50. Nevşehir Hacı Bektaş Veli University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Assessment and Evaluation	Assessment and Evaluation in ELT
51. Ondokuz Mayıs University (Samsun)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Assessment And Evaluation	Assessment And Evaluation in Foreign Language Teaching
52. Pamukkale University (Denizli)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Assessment	Testing and Evaluation in Foreign Language Teaching
53. Sakarya University	<b>6<sup>th</sup> term</b>	<b>7<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
54. Sivas Cumhuriyet University	<b>4<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Testing and Evaluation in Education	Testing and Evaluation in Foreign Language Education
55. Süleyman Demirel University (Isparta)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
56. TED University	<b>None</b>	<b>6<sup>th</sup> term</b>
		Assessment in ELT
57. Trabzon University	<b>5<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
58. Trakya University (Edirne)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
59. Ufuk University (Ankara)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Testing and Evaluation	Testing and Evaluation in ELT
60. Uludağ University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
61. Yeditepe University (İstanbul)	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> Term</b>
	Measurement and Evaluation	Measurement and Evaluation in TEFL
62. Yıldız Technical University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation
63. Yozgat Bozok University	<b>6<sup>th</sup> term</b>	<b>8<sup>th</sup> term</b>
	Measurement and Evaluation	English Language Testing and Evaluation

**APPENDIX D: FIRST VERSION OF THE LECTURER SEMI-STRUCTURED INTERVIEW QUESTIONS**

CATEGORIES	QUESTIONS
<b>1. Educational Background</b>	<ul style="list-style-type: none"> <li>• Which departments did you graduate from (BA., MA. and PhD)?</li> <li>• How many statistics and LTA course did you take?</li> <li>• How long have you been teaching the ELTEC?</li> </ul>
<b>2. Planning Stage for ELTEC</b>	<ul style="list-style-type: none"> <li>• What do you think about the place and the number of the LTA course in ELT program?</li> <li>• Do you think that prospective teachers who will be teaching different age groups need different training in LTA?</li> <li>• How do you determine the content/topics of the ELTEC?</li> </ul>
<b>3. Application of ELTEC</b>	<ul style="list-style-type: none"> <li>• Which aspects (theoretical or/and practical) of ELTEC do you focus on in the course?</li> <li>• How is this course different from other courses (e.g. methods, seminars)? What are the unique features of the language testing course?</li> <li>• Do the students actively prepare tests and exams, and establish reliability and validity of their productions during ELTEC?</li> <li>• What are the topics you would want to cover but cannot (due to practical constraints)?</li> <li>• What are the contents and the topics in ELTEC that your students have the most difficulties with? How do you overcome this challenge?</li> <li>• How do you measure/assess (e.g. papers, tests, presentation, test development) students' achievement of the course objectives?</li> <li>• How has your course changed or developed over the years? What changes have occurred in the content compared to the first time you taught the course? What would you like to do differently if you were to teach the course again?</li> </ul>
<b>4. Materials used in ELTEC</b>	<ul style="list-style-type: none"> <li>• Which book(s) do you make use of?</li> <li>• Do you use PPP or videos to support your lectures? Which sources do you usually use while preparing your PPPs?</li> </ul>

<b>5. Challenges &amp; problems faced related to ELTEC</b>	<ul style="list-style-type: none"> <li>• What are the problems and/challenges you encounter while teaching and planning the ELTEC?</li> </ul>
<b>6. Possible solutions to the problems related to ELTEC</b>	<ul style="list-style-type: none"> <li>• What are the possible solutions to the problems you have mentioned?</li> </ul>
<b>7. Opinions and beliefs about ELTEC and the students</b>	<ul style="list-style-type: none"> <li>• Do you believe it is important for teacher educators to have field experience in order to teach the ELTEC?</li> <li>• What are the pre-service teachers' attitudes towards the ELTEC?</li> <li>• In general, do you think your students find your course (1) theoretical, (2) practical, (3) easy, (4) useful, (5) difficult?</li> <li>• When students complete your course, how proficient are they in interpreting, evaluating, and developing language tests compared to when they began the course? (before and after the course)?</li> </ul>

**APPENDIX E: SECOND VERSION OF THE LECTURER SEMI-  
STRUCTURED INTERVIEW QUESTIONS**

<b>CATEGORIES/THEMES</b>	<b>QUESTIONS</b>
<b>1.Educational Background</b>	<ol style="list-style-type: none"> <li>1. Which departments did you graduate from (BA., MA. and PhD)?</li> <li>2. Do you hold an MA or PhD degree specifically on LTA?</li> <li>3. If LTA is not your primary research area, what kind of assessment related activities have you participated in? (Developed standardized tests, worked as a rater, worked with classroom teachers on testing, and other)</li> <li>4. How many statistics and LTA course did you take?</li> <li>5. How long have you been teaching the ELTEC?</li> <li>6. Who is the main audience of the course? (undergraduate, graduate (MA or/and PhD).</li> <li>7. Did you volunteer to teach the course, or were you assigned to teach it by the department?</li> </ol>
<b>2. Planning Stage for ELTEC</b>	<ol style="list-style-type: none"> <li>1. What do you think about the place and the number of the LTA course in ELT program?</li> <li>2. Do you think that prospective teachers who will be teaching different age groups need different training in LTA in separate courses? Why? Why not?</li> <li>3. How do you determine the content/topics of the ELTEC?</li> <li>4. What are your course goals/learning objectives? What do you see as the primary focus of the course you teach?</li> </ol>
<b>3. Application of the ELTEC</b>	<ol style="list-style-type: none"> <li>1. Which aspects (theoretical or/and practical) of ELTEC do you focus on in the course?</li> <li>2. How is this course different from other courses (e.g. methods, seminars)? What are the unique features of the language testing</li> </ol>

	<p>course?</p> <ol style="list-style-type: none"> <li>3. Do the students actively prepare tests and exams, and establish reliability and validity of their productions during ELTEC? If Yes, how many times?</li> <li>4. What are the topics you would want to cover but cannot (due to practical constraints)?</li> <li>5. What are the contents and the topics in ELTEC that your students have the most difficulties with? If there are any, how do you overcome this challenge?</li> <li>6. How do you measure/assess (e.g. papers, tests, presentation, test development) students' achievement of the course objectives as a role model?</li> <li>7. How has your course changed or developed over the years? What changes have occurred in the content compared to the first time you taught the course?</li> <li>8. What would you like to do differently if you were to teach the course again?</li> </ol>
<p><b>4. Materials used in ELTEC</b></p>	<ol style="list-style-type: none"> <li>1. Which materials (e.g., book(s), do you make use of?</li> <li>2. How do you support your lectures? Why? Which sources do you usually use while preparing ELTEC</li> <li>3. Which sources do you use to teach and support the ELTEC?</li> </ol>
<p><b>5. Opinions and beliefs about the ELTEC and the students</b></p>	<ol style="list-style-type: none"> <li>1. What is "language assessment literacy" for you? What does it comprise?</li> <li>2. Who do you think are capable of teaching the ELTEC? Do you believe for teacher educators need to have field experience in order to teach the ELTEC? Why? Why not?</li> <li>3. What are the pre-service teachers' attitudes towards the ELTEC?</li> <li>4. In general, do you think your students find your course (1) too theoretical, (2) too practical, (3) easy, (4) useful, (5) difficult, (6) interesting, (7) a nice balance between theory and practice? Why?</li> <li>5. When students complete your course, how proficient are they in interpreting, evaluating, and developing language tests compared to when they began the course? (before and after the course)?</li> <li>6. Of the topics in the questionnaire (the Likert-</li> </ol>



	scale part of the pre-service EFL teacher LTA literacy questionnaire will be provided on a separate piece of paper), which topics do you think would be MOST helpful to classroom teachers?
<b>6. Challenges &amp; problems faced related to the ELTEC</b>	<ol style="list-style-type: none"> <li>1. What are the problems and/challenges you encounter in the planning, and/or organization stages of the ELTEC related to the institution, administration, the course itself and the students?</li> <li>2. What are the problems and/challenges you encounter while teaching the ELTEC related to the institution, administration, the course itself and the students?</li> </ol>
<b>7.Possible solutions/suggestions to the problems related to ELTEC</b>	<ol style="list-style-type: none"> <li>1. What might be the possible solutions to the problems you have mentioned?</li> <li>2. What is the MOST important factor to make the ELTEC effective for classroom teachers? (practicality, theoretical knowledge, balance between theory and practice, other)</li> </ol>
<b>8.Additional comments</b>	<ol style="list-style-type: none"> <li>3. Do you have any other comments or questions regarding the ELTEC?</li> </ol>

**APPENDIX F: HUMAN RESEARCH ETHICS COMMITTEE  
APPROVAL**

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER

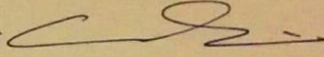
ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
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24.03.2015

Gönderilen : Doç.Dr.Çiler Hatipoğlu  
Yabancı Diller Eğitimi Bölümü

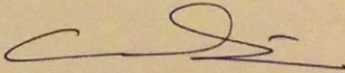
Gönderen : Prof. Dr. Canan Sümer   
IAK Başkan Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Yabancı Diller Eğitimi İngiliz Dili Öğretimi Bölümü öğrencisi Sevgi Şahin'in "Qualitative and Quantitative Analyses of the English Language Testing and Evaluation Course in the English Language Teaching Programs in Turkey" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı  
Uygundur  
24/03/2015

  
Prof.Dr. Canan Sümer  
Uygulamalı Etik Araştırma Merkezi  
( UEAM ) Başkan Vekili  
ODTÜ 06531 ANKARA

## APPENDIX G: CURRICULUM VITAE

### PERSONAL INFORMATION

Surname, Name: Şahin, Sevgi  
Nationality: Turkish (TC)  
Date and Place of Birth: 4 November 1985, SİLİFKE  
Marital Status: Single  
Phone: +90 312 246 66 66  
email: ssahin@baskent.edu.tr

### EDUCATION

Degree	Institution	Year of Graduation
MS	METU, English Language Teaching	2011
BS	Başkent University, English Language Teaching	2008
High School	Silifke Anatolian High School	2004

### WORK EXPERIENCE

Year	Place	Enrollment
2008-	Başkent University, Ankara	Research Assistant

### FOREIGN LANGUAGES

Advanced English  
Pre-intermediate German  
Beginner Spanish

### PUBLICATIONS

#### JOURNAL ARTICLES

- Şahin, S. (2015). Pre-service EFL Teachers' Perceptions on Listening Comprehension Problems. *Başkent University Journal of Education*, 2(1), 10-24.
- Alagözlü, N., & Şahin, S. (2010). Siyasi Söylemde Güç Ve Edimsel Kullanım Biçimleri/ Power and Pragmatic use of Language in Political Discourse. *Türkbilig*, 20, 12– 36.

## CONFERENCE PAPERS

- Alagözlü, N., & Şahin, S. (2012). Political Power and Insults in Turkish Political Discourse. Proceedings of the 15<sup>th</sup> International Conference on Turkish Linguistics. August 20-22, 2010 in Szeged, 59-70 .
- Alagözlü, N., & Şahin, S. (2011). Silence as a Multi-purpose Speech Act in Turkish Political Discourse: Relevance Theoretic Approach. *Procedia - Social and Behavioral Sciences* Volume 15, 3008-3013. 3<sup>rd</sup> World Conference on Educational Sciences.
- Alagözlü, N. ,& Şahin, S. (2010). Argumentation in Turkish Parliament: Post Hoc Reasoning Schemes in Response to Accusations.10<sup>th</sup> International Language, Literature, and Stylistic Symposium Proceedings, Vol. I: 89-95.November, 3–5. Gazi University-Ankara.
- Şahin, S., Yıldırım, H.,Ç., & Alagözlü, N. (2010). Türkçenin Yabancı Dil Olarak Öğretiminde Temel Dil Bağlamlarında Sözeylemlerin Kullanılması Ve Öğretimi. 10<sup>th</sup> International Language, Literature, and Stylistic Symposium Proceedings, Vol. I: 95-105. November, 3– 5. Gazi University-Ankara.
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## BOOKS PUBLISHED

- Raw, Laurence. & Şahin, Sevgi. (Çevr. /Trans.) (2009).Türk Sahnelerinden İzlenimler: Impressions from the Turkish Stage. Tiyatro-Kültür Dizisi 89. İstanbul: Mitos-Boyut Tiyatro Yayınları.
- Erdoğan, Pelin & Şahin, Sevgi. (2015). *7th Grade Jolly English*. Ankara: Lingus Education Group.
- Şahin, Sevgi. (2016). *7th Grade Jolly English Vocabulary and Grammar Practice Book*. Ankara: Lingus Education Group.
- Erdoğan, Pelin & Şahin, Sevgi. (2015). *7th Grade Work-Notebook*. Ankara: Lingus Education Group

## CONFERENCE PRESENTATIONS

- Şahin, Sevgi. Language Testing And Assessment Literacy Of Pre-Service EFL Teachers In Turkey. 10th International ELT. Antalya April 25-27,2018, Çanakkale 18 Mart University.

- Şahin, Sevgi. (Im)politeness in L2 Turkish Refusals in Equal Status Encounters in Study Abroad Context. 9th International (Im)Politeness. July 1-3, 2015. National and Kapodistrian University of Athens. Greece.
- Şahin, Sevgi & Hatipoğlu, Çiler. Türkçede Eşit Statüdeki Konuşurların Reddetme Sözeylem Stratejilerine Bir Bakış. 29. Ulusal Dilbilim Kurultayı. May 22, 2015. İzmit Kocaeli Üniversitesi.
- Şahin, Sevgi. Language Testing and Assessment (LTA) Literacy of High School English Language Teachers in Turkey. 3rd International Conference on Applied Linguistics. May 9, 2015. Çanakkale 18 Mart University.
- Şahin, Sevgi. Pre-service and In-service EFL Teachers' Beliefs about Their Roles as a Teacher through the Lens of Metaphor. 4th International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL). Sarajevo, Bosnia and Herzegovina. May 8-10, 2014.
- Hatipoğlu, Çiler & Şahin, Sevgi. Politeness and Cultural Manifestations in the Electronic Call for Papers (CFP) for National and International Conferences Written in Turkish. The 16th International Conference on Turkish Linguistics (ICTL). Turkey: METU. September 18- 21, 2012.
- Hatipoğlu, Çiler & Şahin Sevgi. National Traditions and Global Norms in Call for Papers for International Conferences (CFPIC)". 11th Conference of European Society for the Study of English (ESSE). 4-8 September, 2012, Boğaziçi University, İstanbul.
- Şahin, Sevgi. Türkiye Türkçesindeki Reddetme Sözeylemine Tarihsel Bir Bakış (Historical Pragmatics: The Case of Refusals in Turkish Language). 26. Ulusal Dilbilim Kurultayı. 24-26 May, 2012. Süleyman Demirel University.
- Şahin, Sevgi. Aargh! Why is that I can't express myself?: Interjections in EFL Classrooms. 7th International ELT Research Conference. April 27-28, 2012. Çanakkale 18 Mart University.
- Şahin, Sevgi. How different am I when refusing my girlfriend/boyfriend and close friends: The Case of American Culture. 6<sup>th</sup> International Symposium on Politeness: Corpus Approaches. 11-13 July, 2011. Ankara: METU.
- Hatipoğlu, Ç. & Şahin, Sevgi. *Refusals in American English: Examples from high school students from 'Gossip Girl'*. 5. Uluslararası IDEA Konferansı, 14-16 Nisan, 2010. Atılım Üniversitesi, Ankara.

## **SCHOLARSHIPS**

2004-2008 Full-scholarship student-Başkent University/English Language Teaching

## APPENDIX H: TURKISH SUMMARY / TÜRKÇE ÖZET

Bu çalışma, İngilizce Öğretiminde Ölçme ve Değerlendirme Dersinin (İÖÖDD) şu anki durumunu, Türkiye'deki İngiliz Dili Öğretimi (İDÖ) Programlarında İngilizce öğretmen adaylarının Yabancı Dil Öğretiminde Değerlendirme Okuryazarlıklarını (YDO) geliştirilmesini araştırmaktadır. Bu amaçla, öncelikle İÖÖDD'yi veren öğretim elemanlarının eğitim profilini, Yabancı Dilde Ölçme ve Değerlendirme (YDÖD) alanındaki deneyim ve uzmanlıklarını, İDÖ müfredatındaki İÖÖDD'nin yeri ve sayısı hakkındaki görüşlerini ve de Türkiye'deki İngilizce öğretmenleri için Yabancı Dil Öğretiminde Değerlendirme Okuryazarlık kavramının hangi bilgi ve becerilerinin içermesi gerektiğine yönelik görüşlerini incelemektedir. İkinci olarak, İÖÖDD'ni veren öğretim elemanlarının bu dersin planlamasını, öğretimini ve de öğrenci performanslarını nasıl değerlendirdikleri, karşılaştıkları problemler ve çözüm önerilerini ortaya koymaktadır. Son olarak, İÖÖDD'ni veren öğretim elemanlarının İngilizce öğretmen adaylarının derse ve de Yabancı Dilde Ölçme ve Değerlendirmeye (YDÖD) karşı tutumlarına ilişkin gözlemlerini ve de İngilizce öğretmen adaylarının YDO eğitimlerini nasıl değerlendirdiklerini incelemektedir.

Karma Araştırma Modeli ile tasarlanmış olan bu tezde (Creswell& Plana Clark, 2011; Creswell, 2013) 3 farklı veri toplama aracı kullanılmıştır. İlk olarak, 24 farklı üniversiteden (21 devlet, 3 vakıf üniversitesi) İDÖ Programlarında okuyan 846 İngilizce öğretmen adayına anket uygulanmış; ikinci olarak 13 farklı üniversitede (9 devlet, 3 vakıf üniversitesi) İDÖ Programlarında çalışan öğretim elemanları ile yarı yapılandırılmış görüşmeler yapılmış ve de İÖÖDD'nde kullanılan ders izlenceleri toplanmıştır (n.36). Nicel veriler, SPSS programı ile analiz edilirken, nitel veriler nitel içerik analiz yöntemi ile analiz edilmiştir. Nitel içerik analiz yönteminin aşamaları farklı araştırmacıların önerileri, ilkeleri ve de analiz adımları entegre edilerek oluşturulmuştur

(Auerbach ve Silverstein, 2003; Cresswell, 2013; Miles ve Huberman, 1994; Tesch, 1990; Vogt ve ark., 2014).

İlk araştırma sorusu, İÖÖDD'ni veren öğretim elemanlarının eğitim profilini, YDÖD alanındaki deneyim ve uzmanlıklarını ve İÖÖDD'ni hangi nitelikteki öğretm elemanlarının öğretmesi gerektiği konusundaki görüşlerini araştırmayı amaçlamaktadır. Elde edilen bulgular, 13 öğretim elemanın kendilerini YDÖD alanında uzman olarak algıladıklarını, çünkü biri hariç tüm öğretim elemanları YDÖD ile ilgili bir araştırmaya katılmış ve YDÖD alanında yayın yapmış olduklarını göstermiştir. YDÖD alanında yayın ve araştırma yapmış olmak Malone (2013), Pill ve Harding (2013) tarafından YDÖD alanında uzman olarak sayılmanın temel ölçütlerden oldukları belirtilmiştir. Bu 13 öğretim elemanından 7'si, bu alanda uzmanlaşmış ve YDÖD üzerine özel olarak bir yüksek lisans veya doktora tezi yazmışlardır. Ayrıca, 8 öğretim elemanı standardize edilmiş test hazırlama (n.2) veya hem standardize edilmiş test yazma hem de dil sınavları için bir değerlendirici olarak çalışmak gibi profesyonel ölçme ve değerlendirme uygulamalarına katılmıştır (n.6). Öte yandan, 8 öğretim elemanı dört nedenden dolayı YDÖD alanında uzman olmadıklarını belirtmişlerdir: (1) YDÖD araştırma alanları arasında değildir, (2) yüksek lisans ve doktora eğitimleri esnasında YDÖD alanında tez yazmamışlardır, (3) standardize edilmiş dil sınavı oluşturma ve ya puanlayıcı olarak çalışmak gibi herhangi bir profesyonel ölçme ve değerlendirme uygulamasına katılmamışlardır. 8 öğretim elemanının eksik olduğunu bildirdiği bu üç özellik de Malone (2013), Pill ve Harding (2013) tarafından YDÖD alanında uzman olarak seçilme ölçütleri arasında listelenmiştir. Ayrıca, İÖÖDD veren öğretim elemanlarının büyük çoğunluğu (n.13) Türkiye'de ya da yurtdışındaki çeşitli üniversitelerde İngiliz Dili Öğretimi alanında lisans, yüksek lisans ve doktora dereceleri alırken, diğerleri dilbilim, eğitim programları ve öğretim, İngiliz Dili ve Edebiyatı, Mütercim Tercümanlık gibi farklı programlarda eğitimlerini tamamlamışlardır. Tüm katılımcılar arasında bir öğretim elemanı Uygulamalı Dilbilim ve YDÖD alanında bir yüksek lisans

ve 2 doktora derecesine sahiptir. Bu bulgular, bu çalışmaya katılan İÖÖDD veren öğretim elemanlarının, eğitim yaşamlarının bir bölümünde İDÖ alanında eğitim aldıklarını ve çoğunluğunun kendilerini YDÖD alanında uzman olarak gördüklerini; yalnızca bir öğretim elemanının özellikle YDÖD alanında lisansüstü eğitim alarak ve de uzun süre profesyonel olarak YDÖD çalışmaları yaparak uzmanlaştığı görülmüştür. İÖÖDD veren öğretim elemanlarının, eğitim hayatları boyunca istatistik ve bilimsel araştırma, eğitimde ölçme ve değerlendirme ve YDÖD alanında aldıkları derslerle ilgili bulgular, öğretim elemanlarının neredeyse hepsinin (n.19) en az bir tane YDÖDD aldıklarını ortaya koymuştur. Ayrıca, katılımcı öğretim elemanlarının çoğunun, lisans eğitimleri sırasında genel bir ölçme ve değerlendirme dersi aldıkları da görülmüştür (n.17). Inbar-Lourie (2008a, 2013), eğitimde ölçme ve değerlendirme konusundaki genel bilgi ve becerileri (yani ölçme ve değerlendirme okuryazarlığı), YDÖD'nin ön koşulu olarak vurgulamaktadır çünkü belirli bir içerik alanındaki ölçme ve değerlendirme becerileri temel ölçme ve değerlendirme bilgi ve becerileri üzerine kuruludur. Buna göre, katılımcı öğretim elemanlarının büyük çoğunluğunun, lisans eğitimlerinde aldıkları ölçme ve değerlendirme dersinde YDÖD bilgi ve becerilerinin temelini oluşturan eğitimi aldıkları söylenebilir. Genel olarak, çalışmanın bulguları, öğretim elemanlarının YDÖD uzmanlık algıları, eğitim geçmişi, YDÖD ile ilgili faaliyetlerdeki deneyim ve İÖÖDD öğretim deneyimlerinin bu dersi veren öğretim elemanlarının çoğunluğunun, deneyimli, YDÖD alanında uzman olduklarını ortaya koymaktadır.

Katılımcıların İÖÖDD'ni hangi nitelikteki öğretim elemanlarının vermesi gerektiği konusundaki görüşlerine ilişkin sonuçlar, kesinlikle İDÖ alanında en az bir eğitim derecesine sahip olma ve de YDÖD alanında deneyimli olmanın gerekliliğini ortaya koymuştur (örn., standardize edilmiş bir test geliştirme ve standardize edilmiş dil sınavlarında değerlendirici olarak çalışmış olma ve İngilizce öğretmeni olarak çalışmış olup sınıf-içi değerlendirme uygulamaları yapmış olma). Ayrıca, öğretim elemanlarının bu ölçme ve değerlendirme



becerilerini ders içinde İngilizce öğretmen adaylarının kazanımlarını değerlendirirken kullandıkları ölçme ve değerlendirme becerilerine yansıtarak onlar için etkili bir örnek teşkil etmeleri de (Al-Issa, 2005, p. 347), öğretmen adaylarının İÖÖDO'nun geliştirilmesinde önemli oranda katkı sağlayacağı vurgulanmıştır. Buna ek olarak, katılımcı öğretim elemanlarının yarısından fazlası, YDÖD alanında uzman olmanın, İngilizce öğretmen adaylarının YDÖD bilgi ve becerilerini etkili ve verimli bir şekilde geliştirilebilmesi için zorunlu ve önemli bir gerektirim olduğunu savunmuşlardır. Öğretim elemanlarının neredeyse tamamı, İÖÖDD öğreten öğretim elemanlarının İÖÖDD başarılı ve etkin bir şekilde verebilmeleri için, YDÖD alanına ilgi duyup araştırma yapmış olmalarının, ve de İDÖ alanında bir yüksek lisans veya doktora derecesi almalarının ve de özellikle YDÖD alanında tez yazmış olmalarının gerektiğini vurgulamışlardır.

Çalışmanın ikinci alt araştırma sorusu, İÖÖDD öğreten öğretim elemanlarının dersin programdaki yeri ve de sayısı ile ilgili görüşlerini incelemeyi amaçlamıştır. Genel sonuçlar, öğretmenlerin çoğunluğunun (n.14), programın 8. döneminin İÖÖDD öğretilmesi için doğru ve uygun bir zaman olduğunu vurgulamışlardır. Bunun sebebi olarak da, bu dersin içeriğinin müfredattaki alan bilgisi ve pedagojik alan bilgisi derslerinin ön koşul olarak alınması gerekliliğini göstermişlerdir. Öte yandan, 7 öğretim elemanı, İDÖ müfredatının 8. döneminin İÖÖDD'nin verilmesi için uygun olmadığını 3 geçerli sebeple açıklamışlardır. Öncelikle, İÖÖDD ve öğretmenlik uygulaması/staj derslerinin aynı anda olmasının bir dezavantaj olduğunu altını çizmişlerdir, çünkü öğretmen adaylarının henüz İÖÖDD'nde öğretilmeke olan bilgi ve becerilerin kazanımı gerçekleşmeden gerçek bir sınıf ve okul ortamında, sınav hazırlama ve öğrencilerin sınavlarını notlandırmak gibi bazı görevlerle uygulamaları beklenmektedir. İkinci olarak, öğretmen adaylarının duyuşsal koşullarına dikkat çekmişlerdir çünkü öğretmen adayları böyle teorik ve uygulama anlamında yoğun içerikteki önemli bir dersi ve üniversiteden mezun olmadan hemen önce aldıklarından, iş bulma endişesi ve mezun olamama kaygısı ile

derse ve dersin gerekliliklerine olması gerektiği gibi odaklanamadıklarının altını çizmişlerdir. Üçüncü olarak da, İDÖ Programının son döneminin zaten birçok dersle aşırı yüklü olduğunu ve bu nedenle, hem teorik hem de pratik yönleriyle aşırı yüklü olan böyle önemli ve karmaşık bir dersin son döneme yerleştirilmesinin doğru bir karar olmadığını belirtmişlerdir.

İDÖ müfredatında yer alan YDÖD derslerinin sayısı ile ilgili olarak, sonuçlar öğretim elemanlarının yarısından biraz fazlasının bir 3 kredilik teorik dersin (YÖK tarafından önerilen İÖÖDD) yeterli olduğunu düşündüğünü ortaya koymuştur. Bu öğretim elemanları, programda ayrıca genel içerikte eğitimde ölçme ve değerlendirme dersi bulunması sebebiyle dersin içeriğini değiştirdiklerini belirtmişlerdir. Ancak, bu öğretim elemanlarına diğer genel ölçme ve değerlendirme dersini veren öğretim elemanı ile iletişim halinde olup olmadıkları sorulduğunda, bir katılımcı haricinde olmadıkları ve de dersin içeriği ile ilgili tam olarak bilgi sahibi olmadıkları gözlemlenmiştir. Her ne kadar İÖÖDD veren öğretmenlerin çoğu müfredatta yer alan YDÖD dersinin sayısından memnun olduklarını ifade etmiş olsalar da, sınav analizleri, soru yazma, soruları ve sınavları uyarlama ve sınıfta soru yazma ve öğrencilere dönüt verme gibi uygulamaların yetersiz kalması ya da sınırlı olmasından şikayet ettikleri de ortaya konmuştur. Ayrıca, araştırmalar, öğretmen adaylarının, öğretmen eğitimi programlarında, gerekli pratik bilgiyi ve becerinin edinmelerine yardımcı olmak için söz konusu içerik bilgisine göre sınıf-içi değerlendirmeye yönelik belirli bir veya birden fazla dersin olmasını talep ettiklerini göstermektedir (Volante ve Fazio, 2007). İngilizce öğretmen adaylarının sınıf-içi ölçme ve değerlendirme becerilerinin geliştirilmesi ve YDO'nun geliştirilmesi, İDÖ programlarının başlıca amaçları arasında yer alması gerektiği DeLuca ve Klinger (2010) tarafından da vurgulanmıştır. Ancak, YDÖD ile ilgili bir hatta iki dersin, hem sınıf temelli dil değerlendirmesinin hem de genel ölçme ve değerlendirme araçları ve tekniklerinin öğretimi ve gerekli uygulamaların yapılabilmesi için, özellikle

sınav odaklı bir eğitim kültüründe yeterli olmadığı göz önünde bulundurulması gereken önemli bir noktadır (Lam, 2015).

Çalışmanın üçüncü alt sorusu, İÖÖDD veren öğretim elemanlarının, İngilizce öğretmenleri için yabancı dilde değerlendirme okuryazarlığı kavramının hangi bilgi ve becerileri kapsamaması gerektiği konusundaki fikirlerini araştırmayı amaçlamıştır. Genel bulgular, İÖÖDD veren öğretmenlerin, İngilizce öğretmenleri için ihtiyaç duyulan yabancı dilde değerlendirme okuryazarlığını, birbiriyle kesişen 4 bileşenden oluşan bir olgu olarak kavramsallaştırdıklarını ortaya koymuştur: (1) alan bilgisi ve pedagojik alan bilgisi, (2) iyi bir teorik ölçme ve değerlendirme bilgisi, (3) ilkeli sınav ve değerlendirme uygulamaları ve (4) eleştirel değerlendirme becerileri. Katılımcı öğretim elemanları, İngilizce öğretmen adaylarının YDO seviyelerinin artırılması için öncelikle temel alan ve pedagojik alan bilgisi ve becerisine sahip olmaları gerektiğini vurgulamaktadırlar. Diğer bir deyişle, YDO kavramının öncelikli olarak dil öğretimi yöntem ve metot bilgisi, materyal geliştirme, uyarlama ve değerlendirme bilgi ve becerisi, dil becerilerinin öğretimi ve etkinlik hazırlama gibi altyapı gerektirdiği ortaya konmuştur. İkinci olarak, genel ölçme ve değerlendirme ilkeleri olan geçerlik, güvenilirlik, sınavın öğrenmeye olumlu/olumsuz etkisi, gerçeğe uygunluk; test türleri, dil becerilerini değerlendirme, yaş ve dil seviyesine uygun ve doğru soru türü hazırlama, temel istatistik bilgisi, öğretim ve değerlendirme arasındaki ilişki gibi teorik bilgiye sahip olunması gerektiği vurgulanmıştır. Son olarak, katılımcı öğretmenlerin yarısı, değerlendirme faaliyetlerini etkileyebilecek sosyal ve kültürel unsurları göz önünde bulundurarak eleştirel değerlendirme becerilerine sahip olma ihtiyacını vurgulamışlardır. Bununla birlikte, İÖÖDD'ni veren öğretmenlerin çok azının, test türleri bilgisi, test yaklaşımları, temel YDÖD terimleri, alternatif değerlendirme araçları, puanlama, Avrupa Ortak Çerçeve Metni, test etiği ve alternatif değerlendirme araçlarını kullanma becerisi, puanlama, ve değerlendirme tablosunu kullanma gibi diğer YDO bileşenlerinden bahsettikleri bulgular arasındadır. Ancak bu bilgi ve beceriler, Fulcher (2012),

Brown ve Bailey (2008), Inbar-Lourie (2008b, 2013); Malone (2008, 2013), O'Loughlin (2013) ve Taylor (2009) tarafından İngilizce öğretmenlerinin YDDO gelişiminde gerekli olan temel bilgi ve beceriler arasında bahsedilmektedir. Bu nedenle, Türkiye'deki İDÖ programlarında İngilizce öğretmen adaylarının YDÖD alanının özellikle bu konu ve becerilerine yönelik ya çok az ya da hiç eğitim almadıkları yönünde bir çıkarım yapılabilir.

Dördüncü alt-araştırma sorusu, ÖÖDD veren öğretim elemanlarının dersi nasıl planladıklarını, öğrettiklerini ve ders içinde öğretmen adaylarının öğrenmelerinin nasıl değerlendirdiklerini ayrıntılı bir şekilde araştırmayı amaçlamıştır. İlk olarak, tezin bu bölümünün sonuçları, Türkiye'deki İÖÖDD'ni içeren 61 İDÖ programlarından 47'sinin dersin adında, "test etme (testing)" ve "değerlendirme (evaluation)" terminolojisini kullandığını; genel ölçme ve değerlendirme dersini içeren 59 İDÖ programından yine 47 tanesinin de dersin adında "ölçme (measurement)" ve "değerlendirme (evaluation)" terimlerini kullandıklarını ortaya koymuştur. Bu terimlerin Brown (2004) ve Bachman (1990) tarafından verilen tanımları göz önünde bulundurulduğunda, bu derslerin çoğunlukla sonuç değerlendirmesi ile ilintili olan konular ve becerilere odaklanırken (Cheng ve Fox, 2017) biçimlendirici değerlendirme konularına daha az yer verdikleri (Klenowski, 2009) sonucuna varılabilir.

Başka bir ifadeyle, Türkiye'deki İDÖ Programlarında, bu iki dersin isimlerinde sıklıkla "test etme (testing)", "değerlendirme (evaluation)" ve "ölçme (measurement)" terimlerinin kullanılması, derslerde çoğunlukla geleneksel değerlendirme yöntem ve tekniklerinin "öğrenmenin değerlendirmesi" perspektifi ile öğretilmesi eğiliminin olduğunu göstermektedir. Inbar-Lourie (2008b) tarafından iddia edildiği gibi, YDÖD ile ilgili derslerin isimlendirilmesinde "test etme (testing)", "ölçme (measurement)" ve "değerlendirme (evaluation)" gibi terimler kullanılması, dersin içeriğinin ve değerlendirme yaklaşımının sonuç değerlendirme odaklı olduğunu ve de "test etme (testing) kültürünü yansıttığını göstermektedir. Ancak, YDÖD ile ilgili

derslerin "değerlendirme (assessment)" terimini içermesi halinde, "öğrenme için değerlendirme" perspektifini (Inbar-Lourie, 2008b) ve de "öğrenme için değerlendirme anlayışının" (Birenbaum, 2014, 2016) benimsendiği ve de "değerlendirme (assessment) kültürünü yansıttıkları görülmektedir.

İÖÖDD içeriğinin nasıl belirlendiğine ilişkin bulgular, öğretim elemanlarının YDÖD alanının hangi konularını ve becerileri kapsayacaklarını belirlemek için yedi farklı yol kullandıkları ortaya çıkarmıştır. Buna göre, İÖÖDD veren öğretim elemanlarının öncelikli olarak seçtikleri kitabın içeriğindeki konuları ders içinde öğretilmesi gereken konular ve kazandırılması gereken beceriler olarak belirledikleri saptanmıştır. Diğer bir deyişle, dersin kitabının aynı zamanda dersin kazanımlarını oluşturduğu gözlemlenmiştir. Bunun dışında, YÖK tarafından İDÖ müfredatındaki dersler için hazırlanmış olan kısa ders içerik ve tanımlarına başvurduklarını, dersin başında ihtiyaç analizi yaptıklarını, ilgili alandaki temel konu ve becerileri göz önünde bulundurduklarını, daha önce hazırlanan ders izlencelerini örnek olarak alma ve bu yöntemlerden birini ya da bir kaçını birleştirerek dersin içeriğini belirlediklerini ifade etmişlerdir. Özetle, İÖÖDD veren öğretmenlerin ders konularını nasıl belirlediğiyle ilgili sonuçlar, seçtikleri ana ders kitabının içeriğine bağlı kalma eğiliminde olduklarını göstermiştir. Ancak, YDÖD alanındaki öncü araştırmacıların da ortaya koyduğu gibi (örn., Taylor, 2013; Jeong, 2013; O'loughlin, 2013; Pill ve Harding, 2013; Rea-Dickins, 1997), YDO kavramı farklı paydaşlar için farklı anlam kazanmaktadır ve bu sebeple ihtiyaca yönelik olarak öğretilecek içerik ve becerilerin belirlenmesi önemlidir.

İÖÖDD'nde kullanılan materyaller ile ilgili sonuçlar, 70 farklı kitabın ana ders kitabı veya ek kaynak olarak ya da öğrenciler için referans kitapları olarak listelenen okuma kaynakları arasında verildiğini ortaya koymuştur. Bu 70 kitaptan 36'sı yalnızca öğretim elemanlarından biri tarafından sıralanırken, 19 kitap da 2 eğitimci tarafından ders izlencelerinde listelenmiştir. İÖÖDD veren öğretim elemanlarının temel ve ikincil zorunlu ders kitapları ve isteğe

bağlı okuma kaynakları olarak verdikleri kitapların listesi, İngilizce öğretmen adayları için sağlanan zengin kitap çeşitliliğini ortaya koymaktadır. Daha önce benzer bir çalışma yapan Bailey ve Brown'un (1996) ve de Brown ve Bailey'nin (2008) sonuçları ile karşılaştırıldığında, YDÖD dersini okutan öğretim elemanlarının kullandıkları kitap sayısının neredeyse iki katına çıktığı görülmektedir. Bulgular, ana ders kitabı ya da ek kitap olarak en sık kullanılan ders kitaplarının Hughes (1989/2003), Heaton (1975/1989/1990), H. D. Brown (2003/2004), Madsen (1987), Coombe ve diğ. (2007), Bachman ve Palmer (1996), Genese ve Upshur (1998), Bachman (1990), Weir (1990), Brown ve Abeywickrama (2010), Fulcher ve Davidson (2007) ve Cheng ve Fox (2017) olduğunu ortaya koymuştur. Bu kitaplar incelendiğinde ve de Davies (2008)'in YDÖD alanındaki kitaplarını incelemesi sonucunda ortaya çıkan özellikler göz önüne alındığında, Türkiye'de İDÖ programlarında okutulan İÖÖDD'nde daha çok YDÖD teorik konularını içeren ve de prarık el kitabı özelliklerini taşıyan kitapları seçme eğiliminde oldukları sonucuna varılabilir. Bunun yanı sıra, Türkiye'de sıklıkla ders kitabı olarak tercih edilen Heaton (1975, 1977, 1989, 1990), Bailey ve Brown (1996) ve de Brown ve Bailey (2008)'nin çalışmalarında YDÖD dersini okutan eğitmenler tarafından tercih edilmediği bulguları arasında yer almaktadır.

Türkiye'deki İDÖ programlarındaki İÖÖDD'nin öğrenme kazanımları ile ilgili sonuçlar, genel olarak bu derslerde iyi bir sınavın özellikleri olan kullanılabilirlik, geçerlik, güvenilirlik, gerçeğe yakınlık/uygunluk, sınavın öğrenime olumlu/olumsuz etkisi; dil becerilerinin değerlendirilmesi, farklı yaş ve seviyedeki öğrencilerin dil becerilerinin değerlendirilmesi, test türleri, YDÖD alanındaki temel kavramlar, ölçme ve değerlendirmenin öğrenme ve öğretimdeki yeri gibi konuları içerdiği ancak temel istatistik terim ve hesaplamaları, alternatif değerlendirme araçları, biçimlendirici değerlendirme, rubrik kullanımı, sınav uygulama, standardize edilmiş testler, sınav pualandırma, sınav hazırlama aşamaları, hazır sınavları amaca uygun uyarlama, ve sınav sonucuna yönelik öğrenciye dönüt verme gibi konularla ilgili öğrenme

kazanlarına ya hiç yer verilmediği ya da üzerinde çok az durulduğu belirlenmiştir.

İÖÖDD'nin nasıl etkili bir şekilde öğretilmesi gerektiği ilgili sonuçlar, İngilizce öğretmen adaylarının YDO seviyelerinin arttırılması için hem teoriye hem de uygulamaya yönelik olarak farklı öğretim stratejilerinin birleştirilerek kullanılması gerektiğini ortaya çıkarmıştır. İlk olarak, hemen hemen tüm öğretim elemanları, dersin özellikle ilk 3-4 haftalık döneminde teorik konu ve kavramların öğretimi için öğretmen merkezli bir anlatımın, sonrasında ise öğrenci-merkezli uygulama becerilerinin geliştirilmesi ve öğrenimin kalıcı olması için görev- ve proje-temelli öğretimi kullandıklarını belirtmişlerdir. Ayrıca, öğretmen odaklı geleneksel öğretim ile öğrenci merkezli görev ve proje temelli öğretimin yanı sıra akran destekli öğrenmenin bir arada olması gerekliliği ve önemi de eğitimciler tarafından vurgulanmıştır. Bu bulgu, İngilizce öğretmenleri için YDO eğitiminin salt teori ve bilgi odaklı olmaması gerektiğini, bütünsel bir yaklaşımla geliştirmesinin çok daha faydalı olacağını vurgulayan Scarino'nun (2013) sonuçlarını desteklemektedir, çünkü Scarino İngilizce öğretmenlerinin öğrencilerinin dil becerilerini değerlendirirken sınav hazırlama, puanlandırma, dönüt verme, uygun sınavı ve soru türünü seçme gibi konularda özellikle uygulamada problemler yaşadıklarını ve kendi başarılarına kaldıklarını gözlemlemiş ve bu noktada teorik eğitimin mutlaka uygulamalı proje ve görevlerle desteklenmesi gerektiğini vurgulamıştır. Benzer bir şekilde, Boyles (2005), Siegel ve Wissehr (2011) ve Stiggins (1991), öğretmen adaylarının YDO eğitimlerinin teorik içerik anlatımının ötesine geçerek, onların ileride meslek hayatlarında sınıfıçi dil becerileri değerlendirme aktivitelerini başarılı ve etkin bir şekilde gerçekleştirmelerini sağlayacak bilgi, beceri ve pratikliğe ulaşmalarını sağlayacak şekilde ve derecede uygulamalı olması gerektiğini savunmaktadırlar.

Dördüncü alt-araştırma sorusunun son kısmı, İÖÖDD'ni veren eğitimcilerin öğretmen adaylarının öğrenmelerini nasıl değerlendirdiklerini ortaya

koymaktadır. Genel olarak, öğretim elemanları sürekli olarak uygulama odaklı aktivitelerin ve projelerin önemini vurgulasalar da, biçimlendirici değerlendirmeden ziyade başarı testlerinden ara sınav ve final sınavları yaparak, sonuç değerlendirme ile öğrencilerini değerlendirdikleri saptanmıştır. Bunun dışında, değerlendirme tekniklerinden biri olarak test ya da soru hazırlama proje ve ödevleri veren öğretim elemanlarının genelinin, çoğunlukla zaman kısıtlılığından dolayı öğrencilere detaylı dönüt veremedikleri bulunmuştur. Stiggins (2002), sonuç değerlendirme yöntemlerine (summative assessment) aşırı güvenmenin, öğretmenlerin öğretimlerini öğrencilerin gerçekten ihtiyaç duyduğu bilgi ve becerilere uyarlamalarını büyük ölçüde zorlaştırdığına; bu nedenle, öğrenme değerlendirmesinin; biçimlendirici değerlendirme ve sonuç değerlendirme yöntemlerinin dengeli bir şekilde kullanılarak yürütülmesi gerektiğine dikkat çekmektedir. Böylece, öğretim elemanları, değerlendirme sonuçlarını etkin bir şekilde kullanarak, öğretmen adaylarının hedef kazanımlara ulaşabilmelerini ve eksiklerin giderilmesini sağlayabilir (Jing ve Zonghui, 2016). Bu nedenle, İÖÖDD veren öğretmenlerin, derslerinin konularını hem biçimlendirici hem de sonuç değerlendirme yöntemlerini ayrıntılı olarak kapsayacak şekilde planlamalı ve tasarlamalıdır ve ayrıca sadece ara sınav ve final sınavları gibi sonuç değerlendirme yöntemlerini değil, aynı zamanda biçimlendirici değerlendirme olarak proje, ödev, öz ve akran değerlendirmesi gibi alternatif değerlendirme araçlarını da kullanmaları gerekmektedir. Çünkü öğretmen adayları, dersi veren öğretim elemanlarının öğretim ve değerlendirme yöntem ve yaklaşımlarını gözlemleyerek, onları model alarak öğrenme eğilimindedirler. Aynı şekilde, İngilizce öğretmen adaylarının İÖÖDD'nden ve dersi veren öğretmenlerden beklentileri üzerine yapılan araştırmada, öğrencilerin iki yazılı sınav yerine proje ve portfolyo gibi alternatif değerlendirme araçlarıyla değerlendirilmeleri yönünde önerileri olduğu vurgulanmıştır (Hatipoğlu, 2010). Dolayısıyla, İÖÖDD'ni veren öğretim elemanlarının biçimlendirici değerlendirme araçlarını kullanmaları durumunda, öğrencilerine "öğrenme için değerlendirme" yaklaşımını bir model ve uygulamalı olarak öğretme fırsatı da bulmuş



olmaktadırlar. Ayrıca, bu şekilde öğrencilerin değerlendirmeye karşı olan korkularını ve kaygı döngüsünü de ortadan kaldırabilmeleri mümkündür. Bunun yanısıra, öğretmen adaylarının YDO'nı arttırmanın bir yolu olarak da onlara kendilerini ve de sınıf arkadaşlarını değerlendirme fırsatı vermek, yani öz ve akran-değerlendirme alternatif değerlendirme araçlarını kullanmaları önemlidir (Raths ve Lyman, 2003).

Çalışmanın beşinci alt-araştırma sorusunun amacı, İÖÖDD veren öğretmenlerin, dersin planlanması ve öğretilmesinde karşılaştığı sorunları ve zorlukları ve dersi daha etkili ve başarılı bir şekilde öğretilmesi ve geliştirilmesinde olası çözüm ve önerilerini ortaya koymayı amaçlamıştır. İlk olarak, analizler beş farklı alanda problemleri ortaya çıkarmıştır: müfredatla ilgili problemler (n.19); kurumsal problemler (n.15); Türkiye'deki eğitim sistemiyle ilgili sorunlar (n.15); öğrencilerle ilgili problemler (s.12) ve ders materyalleriyle ilgili problemler (n.5). Problemler arasında en çok bahsedilen ve dersin etkin bir şekilde işlenmesine engel teşkil eden problemin, zaman sınırlaması olduğu saptanmıştır. Genel olarak, öğretim elemanları, YÖK'ün İDÖ müfredatında bulunduğu 3 saatlik teorik bir YDÖD dersinin, YDO eğitimi için gerekli bütün teorik ve pratik bilgi ve becerilerin öğretilmesi için yeterli olmayacağını vurgulamışlardır. İDÖ müfredatında, YDO 'nın geliştirilmesi için bir dersin yeterli olduğunu ifade eden öğretim elemanları ise genellikle uygulamalı proje ve etkinliklerin sayısını azaltarak ya da sadece teorik anlatım ve kısa soru hazırlama aktiviteleri yaparak zamanı, ders saatini ve konuları yetiştirdikleri ortaya konmuştur. Müfredatla ilgili olarak sıklıkla bahsedilen diğer problem ise, programda çocukların dil becerilerini değerlendirmeye yönelik yöntem ve teknikleri içeren bir dersin bulunmamasıdır. Bunun dışında, İÖÖDD'ni veren öğretim elemanları, kurumla ilgili problemlerden biri olarak kalabalık sınıfların ders verme şeklini olumsuz yönde etkilemesinden bahsetmiştir. Daha spesifik olarak, sınıf çok kalabalık olduğunda, YDÖD konularının teorik yönlerine daha fazla odaklanıp, uygulamalı aktiviteleri kısıtlamanın kaçınılmaz olduğunu vurgulamışlardır. Diğer kurumsal problemler arasında, YDÖD alanında uzman

öğretim elemanı sayısının çok az alması, haftalık ders saati fazlalığı, müfredattaki diğer alan bilgisi ve pedagojik alan bilgisi derslerini veren öğretim elemanları ile işbirliği ve iletişim eksikliği yer almaktadır.

İÖÖDD veren eğitimcilerinin (n. 15) sıklıkla bahsettikleri diğer bir problemin Türkiye'deki eğitim sistemiyle ilgili olduğu bulunmuştur. Buna göre, 21 öğretim elemanından 14'ü, eğitim sistemindeki sınav odaklılıktan dolayı Türkiye'de öğrenme ve öğretme kültüründe test kültürünün ağır bastığına dikkat çekmişlerdir. Bu test kültürünün, İngilizce öğretmen adaylarının değerlendirmeye bakış açılarını daralttığını ve onlarda olumsuz bir algı yarattığını vurgulayan öğretim elemanları, ayrıca öğretmen adaylarının değerlendirmenin sadece çoktan seçmeli sorular, eşleştirme ve doğru / yanlış sorular içeren testlerden ibaret olduğunu ve ileride öğretmen olduklarında sadece bu soru türlerine ihtiyaç duyacaklarını düşündüklerinden motivasyonlarının diğer değerlendirme yöntem ve tekniklerine karşı düşük olduğunu vurgulamışlardır.

İÖÖDD'ni veren öğretim elemanları, dersin daha etkin öğretilmesi ve belirttikleri problemlere çözüm getirilmesi için önerilerde bulunmuşlardır. İlk olarak hemen hemen tüm katılımcılar, İÖÖDD öğretim elemanının İngilizce öğretmen adayları için kendi değerlendirme yöntem ve teknikleriyle iyi bir model olmalarının gerekliliğini vurgulamışlardır. Bu nedenle, eğitimcilerin rol model olmalarını ve öğretmen adaylarının öğrenmelerini yalnızca çoktan seçmeli sorular ve doğru / yanlış sorular gibi sık kullanılan geleneksel değerlendirme tekniklerinin yanı sıra proje, öz ve akran değerlendirme, portfolyo gibi alternatif değerlendirme araçları kullanmaları gerektiği önerilmiştir. En önemli ve sıklıkla bahsedilen diğer bir öneri ise uygulamaya ağırlık verilmesi, sınav hazırlama, uyarılama, analiz etme proje ve ödevleri ile İngilizce öğretmen adaylarının YDO'nun geliştirilmesinin amaçlanması vurgulanmıştır. Katılımcıların büyük çoğunluğu tarafından altı çizilen diğer bir öneri ise, İÖÖDD'ni öğreten eğitimcilerin YDÖD alanında mesleki gelişim faaliyetlerine katılması gerektiği ve kendi yabancı dilde ölçme

okuryazarlıklarını geliřtirmek için alandaki son geliřmeleri takip etmeleri yönündedir. Sıklıkla vurgulanan diđer bir öneri ise, öğretmenlik uygulaması ve okul deneyimi derslerinin İÖÖDD ile koordineli bir şekilde planlanması ve öğretilmesi olmuřtur.

Ayrıca, sonuçlar İDÖ müfredatına en az bir tane daha YDÖÖ ile ilgili dersin eklenmesi gerektiđi yönünde bir çözüm önerisini de ortaya koymuřtur. Bu dođrultuda, bu iki dersin birbirini takip eden iki yarıyla bölünerek ilk derste teorik konular ve kavramlar tüm geleneksel test yöntemleriyle birlikte öğretilip, ikincisinde teorik kavramların uygulamasına yönelik etkinlikler ve projeler yapılarak ve alternatif deđerlendirme araçlarının üzerinde durulması önerilmiřtir. Hatta, müfredata bir ders daha eklenerek, çocukların dil becerilerinin deđerlendirilmesine yönelik yöntem ve tekniklerin öğretilmesi yönünde öneriler de bulgular arasındadır. Son olarak, Türkiye'deki eğitim sisteminde YDÖD yaklaşımının yeniden yapılandırılması önerisine paralel olarak, Milli Eğitim Bakanlığı ile Yükseköğretim Kurulu arasındaki iletişimin ve koordinasyonun artırılması da önerilmektedir.

Altıncı alt-arařtırma sorusunda, İÖÖDD'ni veren öğretim elemanlarının İngilizce öğretmen adaylarının derse ve YDÖD'ye yönelik tutumlarına ilişkin gözlemlerini ortaya çıkarmak amaçlanmıřtır. Bulgular, İngilizce öğretmen adaylarının İÖÖDD'ne ve YDÖD'ye yönelik tutumlarına ve algılarına ilişkin olarak önemli sonuçlar ortaya koymuřtur.

Öğrencilerin İÖÖDD'ne ve YDÖD'ye yönelik duyuřsal tutumları bağlamında, 12 ELTEC öğretim elemanı, öğretmen adaylarının yüksek motivasyon ve ilgiye sahip olduklarını, çünkü öğrencilerin öğrenme ve başarılarını test etme ve deđerlendirmenin öneminin farkında olduklarını belirtmiřlerdir. Diđer taraftan, İÖÖDD'nin belirli konularını özellikle istatistiksel kavramlar ve analizleri öğrenmeye karşı direnç gösteren öğrencilerin olduđunu da eğitimcilerin gözlemleri arasındadır. İlginç bir şekilde, sonuçlar bazı İngilizce öğretmen

adaylarının, bir ölçme ve değerlendirme dersinde özellikle yazılı sınavlara karşı olumsuz tepkiler gösterdikleri de saptanmıştır. Gelecekteki öğrencilerinin dil becerilerinin nasıl test edileceğini ve değerlendirileceğini öğrenmek için eğitildikleri bir derste, yazılı sınava karşı olumsuz tutumlarının olası bir açıklaması, öğrencilerin ilerlemelerini görmenin yanı sıra öğrenmelerini ölçmek için yalnızca biçimlendirici değerlendirme değil, aynı zamanda sonuç değerlendirmenin kullanılmasının önemine dair farkındalık eksikliği olabilir. Bunun dışında, öğretmenlerin çoğu, İngilizce öğretmen adaylarının bu dersi ve YDÖD konularını genel olarak meslekleri için yararlı buldukları yönündeki gözlemlerini bildirmişlerdir.

Ayrıca, İngilizce öğretmen adaylarının çoğunun, öğretme sürecini dil eğitiminin ana yönü olarak gördüklerini belirtirken, test ve değerlendirmeyi öğrencilerin başarılarını resmi olarak kayıt altına almak için yapılması gereken yardımcı bir prosedür olarak algıladıklarını belirtmişlerdir. Bunun yanı sıra, öğrencilerin, ileride testleri kendileri hazırlamak yerine, internetten hazır testler indirip kullanacakları, veya alandaki yayıncılar tarafından sağlanan ek materyallerin fotokopilerini sınav ve quiz olarak uygulayacakları konusunda yanlış bir önyargı geliştirdiklerini vurgulamışlardır. Buna ek olarak, İngilizce öğretmen adaylarının, değerlendirmeyi sadece çoktan seçmeli sorular, doğru/yanlış ve eşleştirme sorularından ibaret bir test uygulaması olarak görerek değerlendirmenin anlamını kavramsal olarak daralttıklarını ve bu sebeple özellikle alternatif değerlendirme araçları, sınav hazırlama aşamaları gibi önemli konu ve becerilere ihtiyaç duymayacakları yanılgısına kapıldıklarını belirtmişlerdir. Bu nedenle, yabancı dilde değerlendirme okuryazarlığını teşvik etmedeki en büyük zorluklardan birinin, en önemli paydaşlarından olan İngilizce öğretmen adaylarını ikna etmek olduğu görülmektedir. Bu durumda, öğretmen adaylarının YDÖD konularının gerçekten öğrenmeye değer olduğuna inanmaları gerekmektedir (Newfield, 2006).

Bu araştırmanın bulguları, yerel eğitim bağlamı, yerel değerlendirme kültürü ve dil öğrencileri olarak değerlendirme deneyimlerinin, İÖÖDD'ndeki YDO eğitimine ilişkin inançlarını, algılarını ve beklentilerini ve YDÖD eğitiminin öğretmenlik mesleğinde algılanan önem düzeyini güçlü bir şekilde etkileyebileceğini ortaya koyan Hatipoğlu'nun (2015) çalışması ile paralellik göstermektedir. Bu sonuç, İngilizce öğretmen adaylarının, alternatif değerlendirme araçları konusunda yüksek düzeyde farkındalığa sahip olmalarına ve faydalı olduklarına inanmalarına rağmen, kalabalık dersliklerden ve İngilizce öğretimi için sınırlı ders saatlerinden dolayı, öğrencilerin dil becerilerini değerlendirmek için bu araçları kullanmadıklarını, ancak sonuç değerlendirme yaklaşımını benimseyen geleneksel değerlendirme tekniklerini tercih ettiklerini ortaya koyan Han ve Kaya (2014) ve Karagül, Yüksel ve Altay (2017) tarafından yapılan çalışmaların bulgularıyla da desteklenebilir. Bu çalışmaların sonuçları önem arz etmektedir çünkü uygun olmayan sınıf-odaklı dil değerlendirme uygulamalarının yalnızca İDÖ programlarında İngilizce öğretmen adaylarına verilen YDÖD eğitiminin eksikliğinden veya yetersiz olmasından kaynaklanmadığını, aynı zamanda eğitim kurumlarında sınıfların kötü fiziksel koşullarının istenmeyen bir yan ürünü olarak ortaya çıktığını da göstermektedir. Ve ayrıca, İngilizce öğretmenleri Türk eğitim sisteminde test-odaklılığın olumsuz etkisinin gölgesinde değerlendirme uygulamaları yaptıklarından, bağlamın gerektirdiği şekilde sınav hazırlama ve uygulama yapmak durumunda da kaldıkları görülmektedir (Hatipoğlu, 2010, 2016a, 2017). Bu nedenle, öğretmen adayları, öğretmenlik uygulaması ve okul deneyimi için gittikleri okullardaki derslerde, öğrencilerin dil becerilerini değerlendirme konusundaki uygulamalarda boşluk doldurma, eşleştirme, doğru-yanlış, kısa cevap ve çoktan seçmeli sorular gibi geleneksel değerlendirme tekniklerinin sıklıkla kullanıldığını gözlemlemektedirler (Han ve Kaya, 2014; Haznedar, 2012; Köksal; 2004; Kömür, 2018). Aynı zamanda, Tsagari ve Vogt (2017) “ulusal veya bölgesel eğitim otoritelerinin düzenlemelerinin öğretmenlerin değerlendirme uygulamalarını ve prosedürlerini son derece etkilediği” fikrine katılmaktadırlar (s.48), çünkü

Yunanistan, Kıbrıs ve Almanya'daki ilk ve orta derecede çalışan İngilizce öğretmenleriyle yaptıkları çalışmalarda yazılı sınavların yerel sınav kültürlerinin bir parçası olduğunu ve sık sık boşluk doldurma ve kısa cevaplama sorularının yanı sıra bağlamdan bağımsız olarak kelime çevrisi gibi geleneksel test tekniklerini de kullandıklarını saptamışlardır.

İngilizce öğretmen adaylarının İDÖ programlarında YDÖD eğitimlerini değerlendirmelerini araştırmayı amaçlayan son alt-araştırma sorusunun bulguları, genel olarak öğretmen adaylarının, Türkiye'deki İDÖ programlarında İÖÖDD'nde verilen YDÖD eğitimini yeterli buldukları yönündedir. Ancak, alternatif değerlendirme araçları, konuşma, sesletim ve yazma becerilerinin değerlendirilmesi, test yaklaşımları, test türleri, puanlama, test verilerini analiz etmek için istatistik kullanımı, sınav sonucunda öğrenciye dönüt verme ve test geliştirme aşamaları gibi konularda genellikle az eğitim aldıkları ya da hiç almadıkları sonucuna ulaşılmıştır. Bunun dışında, Türkiye'deki İDÖ programlarında İÖÖDD'nde verilen YDÖD eğitiminde daha çok teoriye odaklanıldığı ancak uygulamalı yönünün eksik olduğu da öğretmen adayları tarafından vurgulanmaktadır. Bu da, öğretmen adaylarının sınav hazırlama, öğrencilerin yaş ve dil seviyelerine uygun soru ve değerlendirme aracı seçme ve hazırlamada eksikleri olduğunu göstermektedir.

## APPENDIX I: TEZ İZİN FORMU/ THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü/ Graduate School of Natural and Applied Sciences

Sosyal Bilimler Enstitüsü/ Graduate School of Social Sciences

Uygulamalı Matematik Enstitüsü/ Graduate School of Applied Mathematics

Enformatik Enstitüsü/ Graduate School of Informatics

Deniz Bilimleri Enstitüsü/ Graduate School of Marine Sciences

YAZARIN / AUTHOR

Soyadı / Surname: ŞAHİN

Adı / Name : SEVGİ

Bölümü / Department : İngiliz Dili Eğitimi

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : An Analysis Of English Language Testing And Evaluation Course In English Language Teacher Education Programs In Turkey: Developing Language Assessment Literacy Of Pre-Service EFL Teachers

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master  Doktora / PhD

1. Tezin tamamı dünya çapında erişime açılacaktır. / Release the entire work immediately for access worldwide.

2. Tez iki yıl süreyle erişime kapalı olacaktır. / Secure the entire work for patent and/or proprietary purposes for a period of two year. \*

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