

ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**EXPLORING THE ATTITUDES, INTENTIONS AND
PRACTICES OF EFL PREPARATORY SCHOOL
INSTRUCTORS REGARDING FORMATIVE
ASSESSMENT IN A TURKISH CONTEXT**

MA THESIS

Seda ARDA ÖZKAN

Istanbul
October, 2020

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THESIS APPROVAL

To the Graduate Education Institute

This is to certify that this study has been approved in partial fulfilment of the requirements for the MASTER THESIS in English Language Teaching.

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I approve that the signatures above belong to the academic members specified here.

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled “Exploring the Attitudes, Intentions and Practices of EFL Preparatory School Instructors Regarding Formative Assessment in a Turkish Context” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Seda ARDA ÖZKAN
Istanbul, October 2020

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Seda ARDA ÖZKAN

Istanbul, October 2020

ABSTRACT

EXPLORING THE ATTITUDES, INTENTIONS AND PRACTICES OF EFL PREPARATORY SCHOOL INSTRUCTORS REGARDING FORMATIVE ASSESSMENT IN A TURKISH CONTEXT

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“Formative assessment” needs to be a vital issue in language classes. According to Collins (2011), formative assessment (FA) has become fundamental in learning process as a result of continual development in education world in recent years. Formative assessment affects students’ success positively, providing a meaningful and contextualized learning environment (Brown, 2004). Since teachers actively apply assessment in classrooms, it is crucial to learn whether they believe the significance of FA (Veal, 1988). Thus, in this study, it is aimed to find out EFL instructors’ attitudes, intentions and practices regarding FA in the English Preparatory Schools of the universities in Istanbul, Turkey. The study is a descriptive study and a quantitative research method is used to reach the results. With this aim in mind, the researcher utilizes an internationally recognized questionnaire “Teachers' Conceptions and Practices of Formative Assessment” which is executed by Yan and Cheng (2015). The data is collected from 144 EFL instructors from foundation and public universities. Additionally, this research is carried out to comprehend if EFL instructors’ attitudes, intentions and practices changes are in line with some independent variables, such as age, gender, teaching experience, professional experience, type of university, the field of BA study, and working conditions of instructors. Since instructors have a great role in the application of FA, we will have an opportunity to realize the strong sides of instructors as well as less strong sides from their perspectives and practices of FA which are shaped according to their perceptions or practices on FA. As a result, this study will contribute to the literature and education world and suggest research ideas for further studies on formative assessment.

Keywords: Formative Assessment, Summative Assessment, EFL Instructors, Attitudes, Intentions, Practices

ÖZET

TÜRKİYE'DEKİ İNGİLİZCE HAZIRLIK OKULLARINDA GÖREV YAPAN ÖĞRETİM GÖREVLİLERİNİN BİÇİMLENDİRİCİ DEĞERLENDİRMEYLE İLGİLİ TUTUM, NİYET VE UYGULAMALARININ İNCELENMESİ

Yüksek Lisans, İngiliz Dili ve Eğitimi

Tez Danışmanı: Dr. Öğretim Üyesi Özlem ZABİTGİL GÜLSEREN

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“Biçimlendirici değerlendirme”, dil sınıflarında dikkate alınması gereken önemli bir konudur. Collins'e (2011) göre, son yıllarda eğitim dünyasında gerçekleşen sürekli gelişimin bir sonucu olarak, biçimlendirici değerlendirme öğrenme sürecinde temel hale gelmiştir. Biçimlendirici değerlendirme, anlamlı ve bağlamsal bir öğrenme ortamı sağlayarak öğrencilerin başarılarını olumlu yönde etkilemektedir (Brown, 2004). Değerlendirmeler sınıflarda bire bir öğretmenler tarafından uygulandığından, öğretmenlerin biçimlendirici değerlendirme hakkındaki düşünce ve değerlendirmeleri oldukça önemlidir (Veal, 1988). Bu nedenle, bu çalışmada, Türkiye'deki üniversitelerin İngilizce Hazırlık Okulları'nda görev yapan Öğretim Görevlileri'nin biçimlendirici değerlendirmeyle ilgili tutum, niyet ve uygulamalarının incelenmesi amaçlanmaktadır. Bu amaç doğrultusunda tanımlayıcı bir çalışma gerçekleştirilmiş ve sonuçlara ulaşmak için nicel bir araştırma yöntemi kullanılmıştır. Bu amaçla, Yan ve Cheng (2015) tarafından hazırlanıp, düzenlenmiş ve uluslararası alanda kabul görmüş “Öğretmenlerin Biçimlendirici Değerlendirmeye İlişkin Kavramları ve Uygulamaları” anketi kullanılmıştır. Veriler, vakıf ve devlet üniversitelerinden eşit sayıda olmak üzere toplam 144 İngilizce Öğretim Görevlisinden toplanmıştır. Ayrıca, bu araştırma, İngilizce Öğretim Görevlileri'nin tutumlarının, niyetlerinin ve uygulamalarının yaş, cinsiyet, öğretim deneyimi, mesleki deneyim, üniversite türü, lisans mezuniyet alanları ve çalışma koşulları gibi bazı bağımsız değişkenlerle aynı doğrultuda değişip değişmediğini araştırmaktadır. Bu çalışma sayesinde öğretmenlerin biçimlendirici değerlendirme hakkındaki algılarını ve uygulamaları ile ilgili hem güçlü hem de geliştirilmesi gereken noktaları fark etme fırsatına sahip olacağız. Sonuç olarak, bu çalışma araştırma ve eğitim dünyasına katkıda bulunarak daha ileri çalışmalar için yol gösterici olacaktır.

Anahtar Sözcükler: Biçimlendirici Değerlendirme, Sonuç Odaklı Değerlendirme, İngiliz Dili Öğretmenleri, Tutumlar, Niyetler, Uygulamalar

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LIST OF ABBREVIATIONS

FA: Formative Assessment

SA: Summative Assessment

EFL: English as a Foreign Language

AfL: Assessment for Learning

AoL: Assessment of Learning

SPSS: Statistical Package for Social Sciences



CHAPTER 1

INTRODUCTION

1. 1. Introduction

English language learning and teaching is a significant and comprehensive process with basic procedural applications. A great many of researchers and educators can reach the consensus that assessment deserves great attention and significance in language education. “Evaluating achievement and current knowledge of the students during or after teaching and learning process has a great role in education” (Caner, 2010: 224). He also adds that both teachers and students get valuable and beneficial data with the help of assessment as they strive to make learning outcomes more effective. As Bachman (1990) asserts, evaluation is a great tool in identifying detecting weaknesses and/or strengths of teaching materials, methods or approaches and it has a positive impact on enhancing students’ motivation.

Assessment has a vital role in language learning process, but the definitions and the features of this term should be explained in a clear way. “Assessment is of central importance in education, and yet there is a lack of commonality in the definition of the terminology relating to it” (Taras, 2005: 466). Previously, “assessment” was a term used to evaluate how effective learning practices were, after the teaching process is over (William, 2011). With the changes in the teaching methods in time, the characteristics of assessment have also changed. According to Harlen (2007), assessment is a judgment duration which includes taking, understanding and making assumptions about how much or how well students achieve or perform.

In education world, two basic assessment tools are utilized by teachers in order to judge the learning of students. These tools of evaluation are named as; “*summative*” and “*formative*” assessment (Dixson & Worrell, 2016). According to Scriven (1967) assessment is composed of the process of judging the performances of learners in line with any rubrics or standards. This definition describes *Summative Assessment* (SA); and any evaluation procedures begin with it.

According to Sadler (1989) SA is followed by Formative Assessment (FA) as an assisting tool to provide ongoing feedback to the evolving performances of learners.

Taras (2005) quotes Scriven (1967) and Sadler (1989) as he refers to the characteristics of formative and summative assessment as detailed in the following table. In addition to these, Taras (2009) claims that if the last point of an assessment is judgement, then this assessment includes only summative assessment and thus is incomplete on its own.

Table 1.1: Characteristics of Formative and Summative Classroom Assessment

| Characteristics | Formative | Summative |
|-----------------------------------|---|--|
| Purpose | Provide ongoing feedback to improve learning | Document student learning at the end of an instructional segment |
| When Conducted | During instruction | After instruction |
| Student Involvement | Encouraged | Discouraged |
| Student Motivation | Intrinsic, mastery-oriented | Extrinsic and performance-oriented |
| Teacher Role | To provide immediate, specific feedback and instructional correctives | To measure student learning and give grades |
| Cognitive Level Emphasized | Deep understanding, application and reasoning | Knowledge, comprehension |
| Level of Specificity | Highly specific and individual | General and group-oriented |
| Structure | Flexible, adaptable | Rigid, highly structured |
| Assessment Techniques | Informal | Formal |
| Effect on Learning | Strong, positive, long-lasting | Weak and fleeting |

(Boston, 2002)

These two assessment tools represent different styles of evaluation. They represent different ways of looking at student achievement. While summative assessment focuses on the result and the amount of information a student has learnt, formative assessment aims to collect data throughout the learning process in order to promote the learning of the student along the way (American Educational Research

Association, American Psychological Association, & the National Council on Measurement in Education, 2014). Hence, these two types of assessment provide different results and evaluations in terms of student achievement.

This thesis gives information about the differences between summative and formative assessment. Yet, main focus of this thesis will be on exploring the attitudes, intentions and practices of EFL instructors regarding formative assessment since formative assessment is a more recent phenomenon and is a less popular approach utilized in language teaching. With this in mind, more interest and research are necessary to learn more about formative assessment. Theoretical information and previous studies carried out on this topic are included in the following section.

1.2. Background to the Study

Changes and evaluations in language teaching methods and techniques lead to inevitable adaptations in assessment as well. Torres (2019) remarks that in the recent decades, evaluation has been a noteworthy zone of interest for scientists in the field of instruction. “Such a remarkable interest in that particular area is the result of a continuous change in the way teaching is evolving thanks to the emergence of new approaches and technological applications that are used as learning tools” (Torres, 2019: 6). The change is the only constant in education context. There have been significant changes in the practices of English language teaching and learning, in line with that, assessment and evaluation processes are also affected and consequently, the last decade has witnessed most of these changes (Davison & Cummins, 2006). Assessments have become more standards-referenced and focused on outcome - based process. “This interrelationship is encapsulated in the notion of ‘assessment for learning’(AFL), which came into use in the late 1980s and early 1990s, originating from the Assessment Reform Group (ARG) in the United Kingdom” (Lee, 2007: 200). Assessment for learning, which is another name for formative assessment, aims to assess the performance on the spot to make learning better in the future as opposed to providing a rationale for the summative assessment which only focuses on the end result (Lee, 2007). Thus, the concept of assessment as well as what counts as assessment is also called for some new conceptualizations.

Assessment has undergone some transformation as different views competed as to what counts as assessment in learning. Harlen and James (1997) stated that formative assessment is a vital part of teaching which intrinsically has a positive nature and aims to enhance learning and performance of learners. Ketabi & Ketabi (2014) also stated the benefits of formative assessment for the learning outcomes of language learners. As we look at formative assessment in more detail, it has to be designed and organized in a careful and sensitive way. Teachers should manage a prolonged assessing process to help the learning of their students (Fulcher & Davidson, 2007). In addition to teachers, students also have an enormous role in formative assessment, which is a new development in the assessment process. “Unlike summative assessments, which may be either criterion-referenced or norm-referenced, formative assessments are always executed in relation to where pupils are in their learning in terms of specific content or skills” (Harlen & James, 1997: 370). In contrast to summative assessment, criterion-referenced, or sometimes named as pupil-referenced, is more appropriate for referring to the formative assessment. Pupil-referenced refers to effort of pupils individually and the improvement of their immediate performance as a result of this assessment (Harlen & James, 1997). With this in mind, Formative assessment provides individualized progress up-to-date to further the learning performance.

Formative assessment can be utilized in different learning contexts if used in line with the needs of that learning context. FA is particularly useful for higher education contexts because of critical self-evaluation powers of adult learners. FA has become well-known in the last 30 years. FA aims to foster the student-centered learning and assessment practices in higher education (Torrance, 2012). Heron (2011) supports this view and claims that several assessment techniques can be used such as essay, presentation, exam, discussion, and journaling which are possible through application of formative assessment. These diverse assessment examples make the learning process more meaningful and beneficial for learners in higher education. CERI (2005) defines formative assessment in higher education as an ongoing process which evaluates the learning process several times in an interactive style, understanding the individual needs of students. Also, it encourages teachers to adopt their teaching styles in line with these informed decisions. Probably the most enriching part of FA is providing room for change and improvement, because it is

not the end result in assessment like summative assessment. It is only the reflection of an instant in the learning process to be continued as opposed to a reflection on learning cumulatively.

Formative assessment also brings new responsibilities to the learning context. Both students and teachers have responsibilities for formative assessment. Discussions and information exchanges about learning objectives can be managed mutually between them. Teachers need to provide the ground for the involvement of students through peer assessment, self-assessment and feedback procedures (Lee, 2011). It might create difficulties in learning contexts where students are not ready to take the initiatives in learning and assessment. Sometimes students might prefer passive postulation. Furthermore, “Teachers are responsible for providing the feedback that students need to follow, and teachers’ provision of that feedback itself is sometimes called *formative assessment*”, as well. (Brookhart, 2003: 7). This highlights the teachers’ increased effort to provide individual attention to each learner beyond a grade letter or number.

Formative assessment is a multi-faceted approach which provides students with various skills. For example, FA improves the students’ science inquiry skills through learning (Harlen, 2003). If the students have an interaction with authentic situations or materials, their scientific and deeper understanding is enhanced. For this enhanced learning model, students should be a part of the learning process and interpret outcomes of their learning, so that the teachers become more aware of the expectation of their learners in designing the most appropriate teaching environment. Thus, this is a collaborative learning process where everybody has some duties to fulfill. Students need to be more autonomous and aware of what they know and need to know, and teachers are more alert in assisting learners to reach their potential best.

Teachers’ responsibilities are multi fold in the formative assessment model. Harlen (2007) asserts that teachers have to adapt themselves to changing, updated teaching, learning and assessment techniques. Teachers have several duties and responsibilities for actualizing FA practices. “From teachers’ classroom quizzes, mid-term, or final exams to nationally and internationally-administered standardized tests, assessments of students’ knowledge and skills have become a ubiquitous part of the educational landscape” (Pellegrino, 2014: 67). Teachers are the ones who have to be aware of the importance of formative assessment and have a positive attitude, belief, perception

and intention to execute formative assessment in their classroom practices. Teachers need to be the initiators and leaders of formative assessment in order to implement it successfully in the language classroom. Thus, teachers should be aware of the benefits of formative assessment as well as endorsed for the extra time and effort they exert.

1.3. Statement of the Problem

Assessment mostly refers to questions measuring knowledge via grades and the exams carried out once or twice at the end of a term. Black and Wiliam (1998) state that in order to get an idea about the performance of a student, recall test or content questions have been used mostly as the term took its course. Ketabi and Ketabi (2014) also add that when the concept of assessment is remembered by teachers or students, the first thing that comes to their minds is most probably the tension of final exams. However, the understanding of assessment has evolved into new formulations in time. Although formative assessment is essential for EFL/ESL contexts, it has not managed to get enough attention and not many studies were carried about this topic (Cheng, Rogers & Hu, 2004). Bachman (1990) mentions the significance of giving ongoing feedback to students via the application of formative assessment. Shohamy (1995) envisions the portfolios and projects to be executed by teachers very sensitively, or this process can be very confusing. With this in mind, the application of formative assessment requires care, energy and time to be successful.

Lewy (1990) also focuses on the benefits of formative assessment and he claims that it promotes learning and achievements of students by providing proper feedback. In addition to these, Gattullo (2000) characterizes formative assessment as rich layers of ongoing interaction between teachers and students:

- (a) it is an ongoing multi-phase process that is carried out on a daily basis through teacher–pupil interaction,
- (b) it provides feedback for immediate action, and
- (c) it aims at modifying teaching activities in order to improve learning processes and results.” (p. 279).

In the teaching and evaluation processes of education, teachers have a significant and critical role; they are the ones who practically apply these to the real learning environment. OECD (2005) asserts that if teachers know how to apply formative assessment tools in line with the changing needs of students combined into

their teaching methods, more student achievement would be achieved. Moreover, Gokce (2014) mentions that teachers ought to expertize to be acceptable assessors of appropriate and beneficial formative assessment. Fennema and Romberg (1999) advocate that the methods and techniques teachers use while teaching and assessing learners are affected by the attitudes and intentions of teachers about formative assessment. Thus, it is essential to inquire about the feelings and views of teachers about this concept as well as informing them with studies as the recent one.

It's for this reason that the attitudes and intentions of teachers regarding formative assessment should be investigated. Black and William (1998b) assert that formative assessment is applied to real teaching and learning environment when teachers understand and internalize the necessity and importance of this assessment style. In other words, beliefs of teachers about formative assessment have a great role in the application and success of formative assessment in language learning classrooms.

In spite of the advantages of the use of FA in classrooms, there are also some handicaps about the application of FA in higher education. Chaqmaqchee (2015) claims that the education systems, curriculum and evaluation processes are quite problematic especially in most of the countries of Middle East due to inappropriate teaching conditions. He adds that the application of FA is not manageable in many universities because the classrooms are really crowded; students are demotivated which affects the attitudes and practices of instructors in a negative way. Thus, not all educational contexts would be benefitting from formative assessment as the same way. Each context would require their own adjustments in order to benefit from FA. When the education system of Turkey is taken into account, the situation is similar to what Chaqmaqchee (2015) portrays in the Middle-Eastern context. Gokce (2014) points out that the schools in Turkey are more likely to use summative assessment utilizing achievement tests. These tests mostly are determined by government and does not aim to assess the ongoing learning process of students. Teachers need to be aware of the attitudes, intentions and practices of students, regarding formative assessment and adjust these for an effective match.

Most researchers agree that formative assessment is beneficial for learning a language in a meaningful and efficient way. Since teachers are the real implementers of this assessment type, it is highly significant to know the attitudes, intentions and

practices of teachers in any inquiry of FA. In the literature, this point is not dealt with much and needs to be inquired in order to provide valuable results for the education world.

1.4. Significance of the Study

Although assessment is a term which is mostly used and becomes more meaningful in academic or education world, there can be many cases where any information is assessed even in daily life. It's impossible to think of learning without the component of assessment. As William (2011) advocates, assessment is at the centre of a learning process which makes a judgement whether the goals of learning have been achieved or not. "Assessment tends to shape every part of the students' learning experience" (Orsmond et al., 2000:24). Thus, assessment is an equally significant aspect of learning both for teachers and students.

Assessment takes place in all formal teaching and learning processes in Turkey and elsewhere. However, the types of assessment tools, materials or techniques can show variation from one place to another. In the recent years, there has been an increasing tendency to use formative assessment as opposed to summative in higher education and in English preparatory schools. Yorke (2003) asserts that formative assessment supplies continuous feedback to students with the aim of bringing improvement for their forthcoming success. According to Dodge (2009), students are not just answering the basic multiple choice questions when formative assessment is applied. Similarly, memorizing basic information will not be enough to be successful in formative assessment. Formative assessment pushes students to be involved in the learning process, think more, get feedback and try hard to learn better. With these in mind, the application of FA is not as simple as it is conceptualized theoretically. It requires commitment and taking responsibility on the part of the learners in addition to teachers. It requires both teachers and students to be committed and responsible for the process.

Teachers can also make use of formative assessment for their own evaluation. Torres (2019) illustrates that "formative assessment positively impacts the teachers' performance in the classroom" and on "the development of language skills by learners" (p.7). With these in mind, FA should be learned, understood and practiced both by students and teachers. Popham (2011) states that teachers should be aware of

different assessment styles and should be self-sufficient about applying different assessment styles into their teaching practice for fostering student achievement. Despite the important role of teachers in formative assessment, unfortunately most of them do not know what it really means and/or how to use it efficiently in the classroom. Yau (2004) claims that there are many teachers who cannot differentiate formative and summative assessments. Even though they report using formative assessment strategies, they are mostly using summative assessment styles. Yau (2004) also adds that this confusion of teachers about assessment types can affect the classroom practices in significant ways. So, studies like this are valuable sources of information for teachers and researchers.

In the literature, there has been plenty of research about the profits of formative assessment, but the impact of the attitudes and intentions on the practices of teachers have not been fully investigated or determined (Young & Jackman, 2014). Some studies have revealed that even if teachers have positive attitudes and intentions, some other external factors, such as insufficient training and resources create a handicap for the implementation of effective formative assessment strategies for teachers (Seecharan, 2001; Volante, Drake & Beckett, 2010). Since the teachers are the ones preparing the activities, organizing the assessment tools, researchers should investigate their attitudes and views on formative assessment because they can have profound effects on their classroom practices.

Analyzing the attitudes, intentions and practices of EFL instructors in Turkey regarding formative assessment would provide significant learning outcomes for the education world. Also, this study will show whether there are any differences among EFL teachers depending on their gender, age, teaching experience as well as other factors. As a result, it will shed light on this ignored concept and provide feedback to the educators, teacher-trainers and researchers and administrators about alternative and more effective assessment styles.

1.5. Purpose of the Study

The goal of this study is to explore the attitudes, intentions and practices of EFL preparatory school instructors, working in both foundation and public universities, regarding formative assessment. This study also aims to examine whether there is a relationship between EFL Preparatory School Instructors' attitudes, intentions and

practices of formative assessment and other internal and external factors influencing the teachers.

1.6. Limitations of the Study

The present study has a few limitations which should be taken into account especially for the future research and studies. The first limitation of the study is the number of participants. They are 144 EFL instructors working in Preparatory Schools of universities in Istanbul teaching English While 72 of them were at the Foundation University, other half were working in public universities. The data was collected from only a limited number of universities (5). These instructors have been regarded to be the representatives of their target population taking into account time-constraints and insufficient resources. It could be hard to generalize the results of this study because opinions of instructors will not be likely to reflect opinions of teachers from other parts of Turkey. For further research, this study can be a motivation for more instructors from different teaching contexts.

Another limitation is the small scale of the study. This study investigates attitudes, perceptions, views and practices of teachers regarding formative assessment from 5 higher education institutions. Further studies can focus on students' perceptions as well as teachers' including more institutions in the study. In spite of the limitations stated above, this study will provide radical and significant feedback on formative assessment as well as data about attitudes, intentions and practices of EFL instructors working in preparatory schools of universities in Turkey. Moreover, the study can raise awareness of factors which may affect the appreciation and implementation of FA in both teaching pedagogy and assessment practices.

To sum up, results of this study may hopefully serve as a model for English preparatory programmes by providing valuable knowledge and results for the Turkish context filling the gap in the literature.

1.7. Research Questions of the Thesis

This study aims to find out answers to the following research questions:

1. What are the attitudes, intentions and self-reported practice behaviors of EFL Preparatory School Instructors about the implementation of formative assessment in their teaching and assessment?

2. Are there any significant differences among EFL Preparatory School Instructors' attitudes, intentions and practices about formative assessment?
3. Are there any correlations among the sub dimensions of the questionnaire used for the study? If yes, how?

To find out answers to each question stated above, a questionnaire will be given out to the participants.

1.8. Thesis Hypotheses

This thesis has three main hypotheses based on the research questions:

1. EFL Preparatory School Instructors have positive attitudes, intentions and self-reported practice behaviors regarding the formative assessment.
2. EFL Preparatory School Instructors' attitudes, intentions and practices of formative assessment can show variety in line with some factors such as teaching experience, professional development, type of university, field of BA study, working conditions of teachers.
3. There are correlations among some sub dimensions of the scale used for the study.

1.9. Operational Definitions

Assessment: "is the process of gathering, interpreting, recording and using information about pupils' responses to educational tasks" (Lambert & Lines, 2000: 96). Gronlund and Waugh (2008) give the definition of assessment as "the broad category that includes all the various methods used to determine the extent to which the students have achieved the intended learning outcomes of the instruction" (p. 24).

Formative Assessment: "Formative assessment is a process in which teachers and students provide feedback during instruction to organize the learning and teaching process in order to increase student achievement" (McManus, 2008: 3).

Summative Assessment: Summative assessment is mostly given at the end of the school in order to judge what the students know or have learnt during a year about a curriculum or it is composed of tests prepared by the teachers to determine the students' knowledge on a specific unit (Popham, 2008).

Assessment for Learning (AfL): It can be regarded as a new term in ESL/EFL education whose main aim is to learn and reach the objectives through the learning process (Lee, 2007).

Assessment of Learning (AoL): It is another name for summative assessment which is carried out mostly at the end of the terms, interested in the results and ignore the ongoing performance of the learners (Harris, 1997).



CHAPTER 2

LITERATURE REVIEW

2.1. Theory of Constructivism

Formative assessment is related to the approach of constructivism in learning. After providing key aspects of formative assessment different assessment types will be discussed. In line with the needs of changing world, more humanistic and student-centered teaching approaches have gained significance compared to the traditional teaching techniques. With these changes constructivism has begun to get more attention and interest in the education world.

Kanselaar (2002) asserts that the main idea of constructivism is to encourage and guide learners to form their own learning process in a contextualized learning environment rather than memorizing the information dictated them by any authority in a decontextualized way. In constructivist theory, learners are at the center of the education process and get their own learning responsibility instead of teachers' dominant position as the conveyer of information. Students shouldn't be the passive receptors in learning in the constructivist theory (Kanselaar, 2002); they should construct their learning with the help of their previous knowledge.

Student involvement is vital in the learning process and meaningful learning settings form the basis of this active involvement in the constructivist theory: "Constructivist learning applications predict a rich and interactive learning environment which helps pupils reach the knowledge, get and analyze it, arrange and use it in order to solve the problems by the way of cooperative learning activities" (Demirci, 2009:26). Constructivism advocates learners not to take information passively but hold a responsible position for their own learning process in active stance. Assessment is an indispensable part of any teaching and learning process. Constructivist theory also advocates student-centered evaluation processes. Assessment of students should be arranged in line with the principles of constructivism in order to evaluate the real knowledge of students in the long term (Windschitl, 1999).

With this in mind, more meaningful and student-oriented assessment tools have to be designed because end-of-the-term tests have become insufficient in achieving student involvement in the education and evaluation process. Furthermore, the assessment of students ought to be executed with more meaningful and authentic tasks rather than mechanic and isolated questions (Vrasidas, 2000).

Teachers have a lot of responsibility in achieving student initiation in learning and assessment. Brooks and Brooks (1999) emphasize the significance of teachers' role in constructivism. If the teachers sincerely support the principles of constructivism, they push their students to think critically and be involved in their own learning processes. What's more, constructivist teachers make use of various teaching and learning materials and assessment tools by taking needs and interests of students into account. The principles of constructivism should be taken into account seriously in order to get our students to become life-long learners, get ready for life and carry out a more meaningful learning environment. Apart from teaching and learning materials and techniques, the assessment tools should also be prepared in line with these principles in order to enable learners to evaluate their own performances in an ongoing manner.

The following four constructivist assumptions constitute the basics of the formative evaluation:

- knowledge is constructed by the learner;
- learning is a social process of negotiated meanings;
- the role of a teacher (or other form of instruction) is to scaffold the student's learning, and
- learners should participate in establishing goals, tasks, and methods of instruction. (Wilson et al, 1995:150; Lebow, 1995:181; Bereiter & Scardamalia, 1992:9).

2.2. Assessment

Assessment is one of the most vital issues in education process, so it deserves a serious attention from educators and researchers likewise. Assessment allows measuring whether our students learned as we anticipated. "Assessment is one of the crucial components of the instruction" (Dikli, 2013: 13). Similarly, Healy, McCutcheon and Doran (2018:19) assert that "there is general consensus in the

accounting education literature on the importance of assessment activities as an integral component of the teaching and learning context”. This is the case for all sectors of education and for language educators. However, students generally regard the term “assessment” as something frightening. Rockman (2002) states that “assessment” is viewed as discomfoting by many because assessment is associated with tests and exams and for them exams mean extra work and stress. Assessment is always regarded as some tests to be applied to students once or twice during a semester. As opposed to these assumptions, Torres (2019) assessment as a valuable opportunity for the improvement of students’ future learning rather than a torture or exam stress. The way assessment is regarded is very much influenced by one’s view of what constitutes an exam or evaluation process.

It is important to discuss what constitutes “tests” before delving into what it means for the process of assessment. Tests are widely used in our educational system. “The purpose of tests is to measure variance in performances of various sorts” (Oller, 1979: 401). Yurtdakal (2015) asserts that although assessment types are determined according to the purpose of learning and teaching. Tests are quite commonly used assessment types by most educational contexts. Tests can have various objectives such as determining the language proficiency of students, judging students’ weaknesses or strengths in the learning process. Thus, tests provide feedback to educators about students’ achievement. Learners are more interested in whether any specific topic will be asked in the test or not instead of the learning process. “Perhaps it is just human nature, but college students choose to focus their study efforts on the things on which they know they will be tested and graded” (Napoli & Raymond, 2004). Reeves (2006) states that almost all the students learn the information by heart before the tests and they are only interested in the scores they will get in these tests. However, after the exam they generally tend to forget the information.

In order to make use of tests positively as learners and teachers, we need to look closely to our views about tests. Brown (2004) claims that while tests are concerned with only points and numbers, it cannot evaluate or determine real performance or potential of learners. In other words, assessment cannot be restricted to only scores or grades. Assessment process is more comprehensive and inclusive than just scores because assessment needs to focus on how much improvement students have made and how much more they can exert to reach their best potential. Assessment is a

general concept which encapsulates various types of evaluation, and testing is only one of these evaluation practices. Clapham (2000) views assessment as a broad term which includes many forms of testing and different assessment types. How assessment is utilized for future learning is what determines the potential of assessment for learners. A constructivist lens is what is necessary to achieve the best student learning. “Assessment is an integral part of the learning experience at tertiary level with student perceptions and merits greater investigation and also informs ongoing efforts at constructive alignment” (Healy, McCutcheon & Doran, 2018: 22). Assessment needs to be considered as a bridge directing the learning process and learning outcome as a result of teacher and student collaboration.

2.2.1. Purposes and Roles of Assessment

Discussion of assessment, purpose and role of assessment are worthy of recognition in understanding importance of this term for language teaching and learning processes. Sönmez (2013) asserts that if educators aim to design the assessment in an efficient way, their assessment plan should be parallel to the demands of education world. Educators ought to determine whether their objectives are achieved or not at the end of the learning process through the assistance of assessment procedures. McAlphine (2002) suggests that searching for the purpose of assessment and deciding what to do as a result of assessment outcome purposefully should be one of the most important duties of educators. Along the same lines Kellaghan and Greaney (2001: 20) list the purposes of assessment as the following:

- (a) to describe students’ learning, to identify and diagnose learning problems, and to plan further teaching/ learning;
 - (b) to provide guidance for students in selecting further courses of study or in deciding on vocational options;
 - (c) to motivate students by providing goals or targets, by clarifying the nature of learning tasks, and by letting students, and their teachers, know how they are progressing;
 - (d) to certify that individuals have reached a certain level of competence;
- and

(e) to select individuals for the next level of the education system or for a job.

There should be comprehensive and detailed purposes of assessment in any teaching situation. The above points provide valuable feedback both to educators and students about their weaknesses or strengths. As a result careful planning and taking actions for future learning will be possible for effective teaching processes. Similar purposes of assessment are highlighted by other researchers such as Pellegrino, Chudowsky and Glaser (2001: 37-42) under three headings as (1) assessment to assist learning—formative assessment, (2) assessment of individual student achievement—summative assessment and (3) assessment to evaluate programmes.

Assessment has a significant role in learning and teaching process. It's impossible to think any educational process without assessment. There are significant roles of assessment that needs to be taken into account carefully by educators:

- Assessment, as the means for providing feedback to teachers and pupils about on-going progress in learning, has a direct influence on the quality of pupils' learning experiences and thus on the level of attainment which can be achieved (formative role).
- It is the means for communicating the nature and level of pupils' achievements at various points in their schooling and when they leave (summative role).
- It is used as a means of summarizing, for the purposes of selection and qualification, what has been achieved (certification role).
- It provides part of the information used in judging the effectiveness of educational institutions and of the system as a whole (evaluative or quality control role) (Harlen, et al., 1992: 217-218).

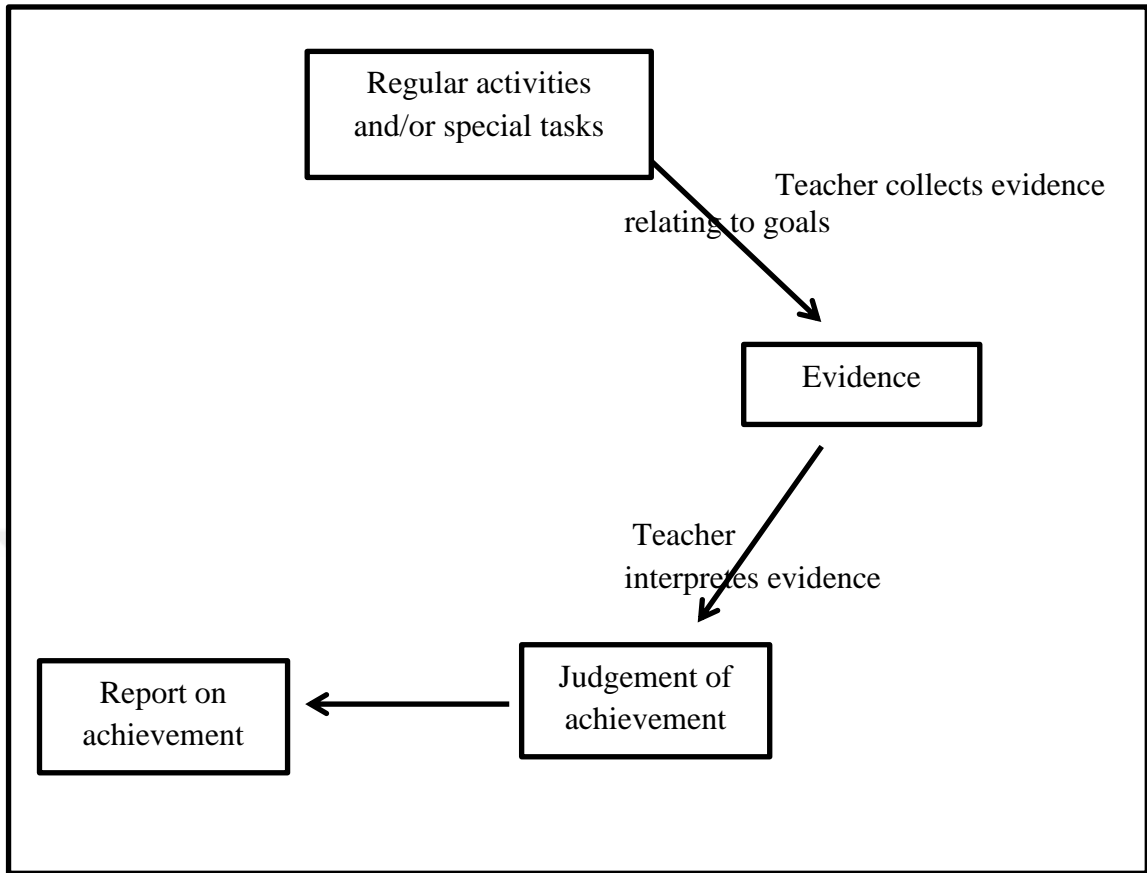
In the following parts of this thesis, more detailed information will be provided about what formative assessment means in education world, what formative assessment strategies are, what the teachers' and students' perceptions, attitudes and practices are on FA will be discussed. However, in order to understand FA more comprehensively, in the next part summative assessment is also discussed in a detailed way.

2.3. Summative Assessment

The terms and various roles of formative and summative assessment were introduced to education world by Scriven (Scriven, 1967). Brookhart (2001) states that formative and summative do not refer to the types of assessment, but they refer to different functions of assessment. According to the author, summative assessment may be defined as a judgement which occurs at the end of a teaching and learning practice. Harlen (2003) states that summative assessment which is also named as *assessment of learning* aims to provide basic information to parents, other teachers and students themselves. “Those receiving reports and summarizing achievement need to be assured that the information is reliable and comparable among students. This means that the basis for making a judgment has to be the same for each student” (Ibid: 31). Biggs (1998) states that it is fundamental to make judgments fairly for each student in summative assessment. Because of the necessity of making reliable judgements, it is hard to manage student involvement in summative assessment. Furthermore, Tomlinson (2005) asserts that the main focus of summative assessment is the result rather than teaching and learning processes. Grading is the most common way in summative assessment in order to determine whether the objectives of the programme are achieved or not. Tomlinson (2005) also claims that the views and perceptions of students have to be neglected in summative assessment in order to ensure the reliability and objectivity of assessment tools.

The Figure 2.1 shows that in summative assessment, teachers have a significant role in collecting data about the achievement of the students in relation to the task at hand. The teacher gives decision as to what extent students are successful. At the end of assessment, judgments of the teacher about the performance of students would be reported to other stakeholders. According to the circle given in the following chart, students do not get any feedback about their performance whether they have any weak or strong aspects. Teachers’ evaluation is reported to others. There is not student involvement in the assessment process.

Figure 2.1: Summative Assessment



(Harlen, 2003)

Summative assessment is still preferred by many educators for deciding about the performance of students both in Turkey and abroad especially, when dealing with important stakeholders and there is a demand to manage reliable and valid tests. Thus, both institutions and teachers recognize summative assessment as the safest assessment tool. However, Tomlinson (2005) states that teachers complain that even though summative assessment tools can determine the reliability and validity of the tests, the students cannot really internalize the information or knowledge during the learning process. Similarly, Alkharusi (2010) advocates that instead of focusing on only numbers as scores of the tests; performance of learners during the learning and teaching processes should be taken into account in order to provide more efficient and meaningful learning opportunity for students. Formative assessment over summative assessment provides opportunities for growth for learners.

Summative assessment in some contexts can still be a better option. As Büyükkaracı (2010) states SA can be beneficial and practical in the evaluation of certain aspects

of learning at a specific duration. However, if the whole education system is only based upon SA, then students will be experiencing a superficial learning environment which contradicts with the recent developments and innovations occurring in education world. Bain (2004) suggests that instructors should use assessment as a tool to help and guide students to improve themselves and have self-autonomy. Recording their efforts only with numbers or ranks doesn't match with the demand of 21st century learning (Ibid: 151). We live in an area where knowledge has to go beyond knowing or not knowing. New world requires that we can apply the learned knowledge to our realities and engage in critical thinking skills. In addition to this, Black and William (1998a: 143) state that "All teachers have to undertake some summative assessment, for example to report to parents, and produce end-of-year reports as classes are due to move on to new teachers". However, the assessment for learning and the assessment of learning certainly are not the same things, so the teachers should be aware of these differences.

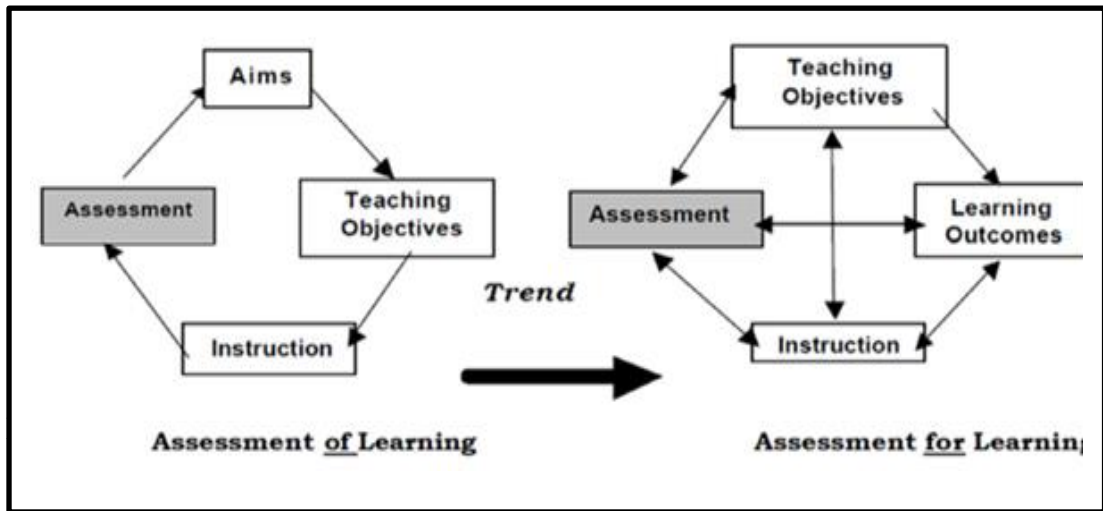
Formative and summative assessments are very different. Also, both assessments should be used in combination in meeting different goals in the evaluation process. In the following part, formative assessment will be discussed in a detailed way, with different FA strategies.

2.4. Formative Assessment

The language classrooms have become more student-centered and fulfilled with contextualized and meaningful teaching activities and materials following the emerging changes in methods and techniques. Changes occurred in learning and teaching processes undoubtedly have affected the assessment styles, too. Kurtuluş (2018) mentions that formative assessment, in other words assessment for learning (AFL) has gained momentum in education world in order to meet the demands of lessons where the students' involvement and meaningful learning are the main focus.

Similarly, in the figure 2.2., Gokce (2014) shows the recent evaluations in assessment practices. As it can be interpreted from the figure, in AoL named as Summative Assessment, indicates a one way relation among the learning elements. AFL named as Formative Assessment indicates learning outcomes in the process and each element is associated with one another.

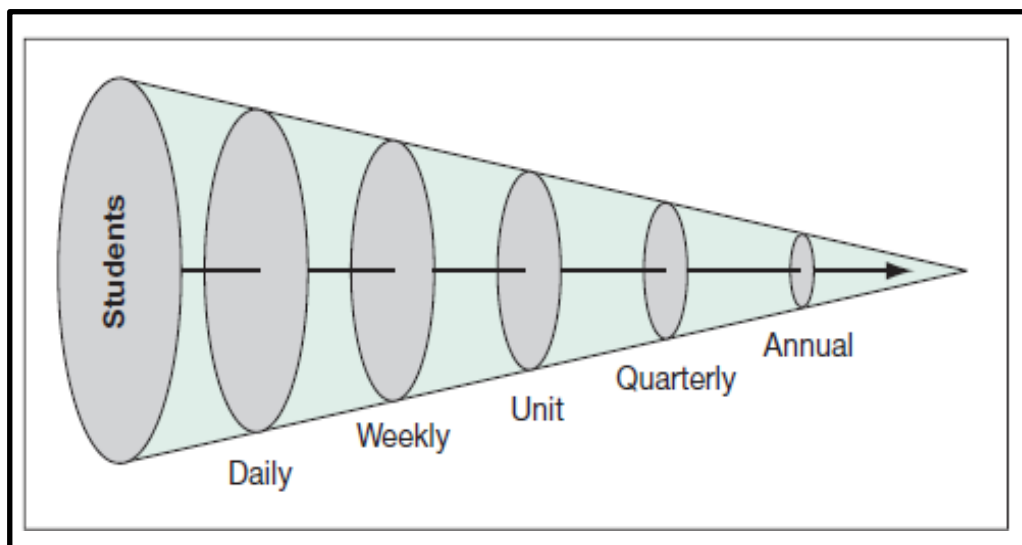
Figure 2.2: Current Changes in the Assessment Process



(Pongi, 2004)

Definitions and features of FA are included in this study. In a broad frame of thinking “Formative assessment is a systematic process to continuously gather evidence about learning” (Heritage, 2007:140). Ongoing learning and collecting continuous data about the performance of learners are common practice of FA. According to Lee and William (2005), in any language classroom, students and activities are carried out on a daily basis by teachers and ought to be fundamental issues to be studied if formative assessment is applied.

Figure 2.3: How Various Assessments Affect Students



Heritage (2008)

In the figure 2.3, Heritage (2008) draws attention on the effects of different assessment tools on students. It can be easily inferred from this figure that the more frequent students are exposed to assessment tools such as on a daily basis, the more influence it can have on students' success. Since there is an ongoing data gathering process about the performances of students in formative assessment, students' interactions with the learning materials become fundamental.

In addition to these, formative assessment has a lot more valuable features to be discussed. As Yorker (2003) asserts FA is more confusing and comprehensive than it seems at first. According to Harlen and James (1997), FA is composed of some basic and vital issues such as aiming to enhance learning, caring for each student individually, putting students in the center of the learning process and providing the feedback throughout learning process, as opposed to only at the end of the term. Similarly, Collins (2011) claims that FA is an indispensable part of a learning process because it has dramatic influence on the success of students in a meaningful and contextualized learning environment. FA enables students to become successful not only in the subject matter of lessons, but also outside of class by helping learners to think deeply (Ibid, 10). Brown (2004) mentions that FA provides students sustained support throughout the learning process which makes this assessment tool one of the most efficient ones. At the same time, teachers should get some training in order to apply formative assessment effectively in their classes. (Ibid: 20). Since most educational settings are utilizing summative assessment, teachers should be guided and trained for alternative assessment styles like FA.

Assessment Reform Group (2002:2) states some basic and important Formative assessment principles included in the following section:

1. Formative assessment should be part of effective planning of teaching and learning.
2. Formative assessment should focus on how students learn.
3. Formative assessment should be recognized as central to classroom practice.
4. Formative assessment should be regarded as a key professional skill for teachers.
5. Formative assessment should be sensitive and constructive because any assessment has an emotional impact.

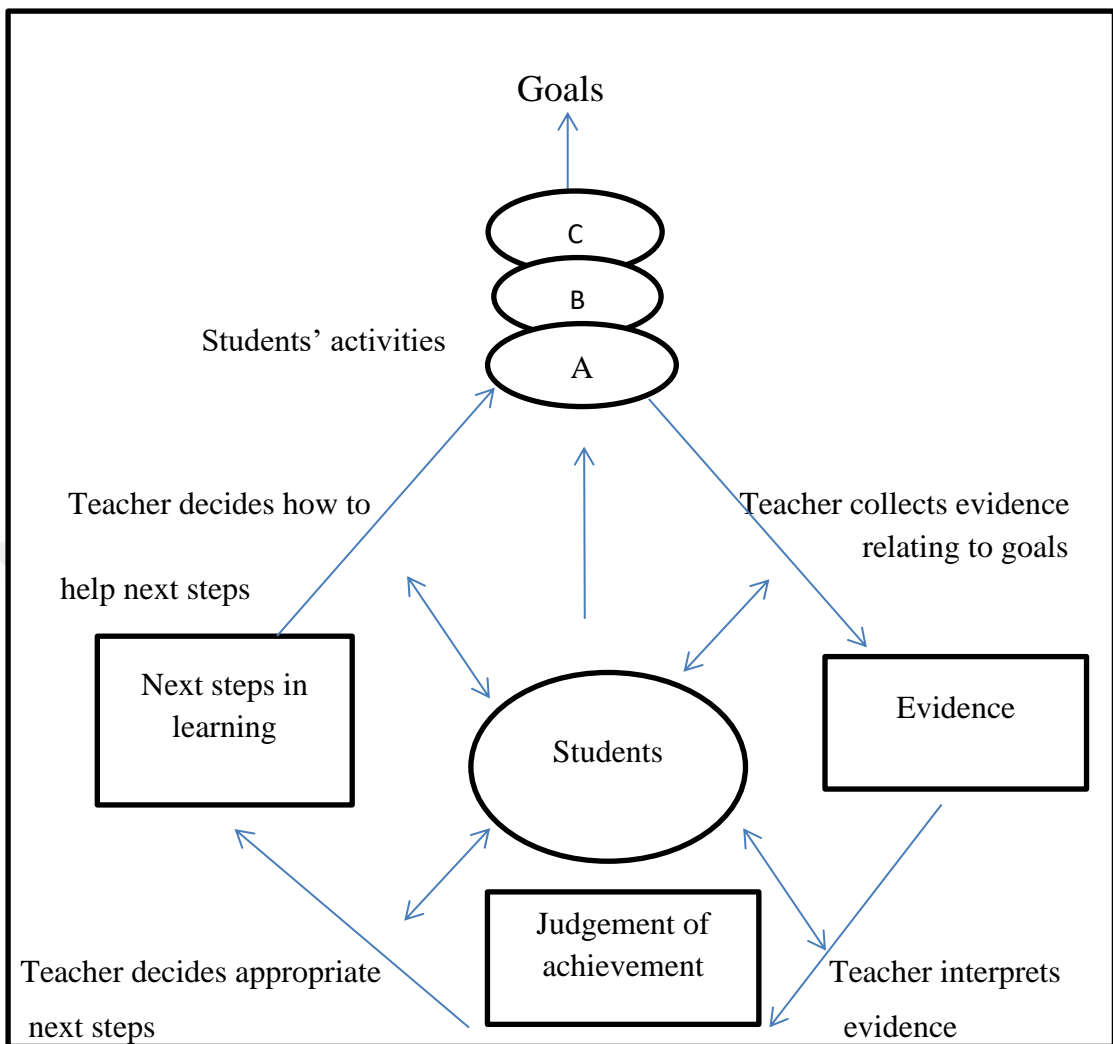
6. Formative assessment should take account of the importance of student motivation.
7. Formative assessment should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
8. In formative assessment, students should receive constructive guidance about how to improve.
9. Formative assessment develops learners' capacity for self-assessment so that they can become reflective and self-managing.
10. Formative assessment should recognize the full range of achievements of all students.

Ten items stated above explain the use of formative assessment in classrooms in a very comprehensive way. In FA, the students are the ones at the centre of the learning process rather than the teacher. Learners can control their own learning and have a say in their assessment period. Formative assessment provides students awareness of their own learning styles as well as assessment types. In this respect, students have power to share in the learning and assessment process.

Moss and Brookhart (2009) define FA as an integral part of a learning process which is carried out together by teachers and students.

Figure 2.4. shown below advocates that in formative assessment both teachers and students have significant roles in assessment process. Feedback is one of the most vital elements in Formative Assessment that determines next stage of the learning process. FA can be a guide both for teachers and students about what to teach or change following their teaching and learning processes. Harlen (2003) states that thanks to the feedback, students get rid of their roles as passive receptors of learning process. Instead, they gain a right to say about their own learning process as active participants. As it can be interpreted from the figure that, students are at the centre of the FA. Each step is connected to the other.

Figure 2.4: Formative Assessment



(Harlen, 2003)

In the table below, Wiliam and Thompson (2007) form a framework which shows three main agents of formative assessment: teachers, learners and peers. Based on this table, Wiliam and Thompson (2007) state that teachers are supposed to give feedback to learners to foster their learning, trigger their interaction and get them to be actively involved in their own learning process and to take their own responsibilities as independent learners.

Table 2.1: Aspects of Formative Assessment

| | Where the learner is going | Where the learner is right now | How to get there |
|----------------|--|--|--|
| Teacher | Clarifying learning intentions and criteria for success | Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding | Providing feedback that moves learners forward |
| Peer | Understanding and sharing learning intentions and criteria for success | Activating students as instructional resources for one another | |
| Learner | Understanding learning intentions and criteria for success | Activating students as the owners of their own learning | |

William & Thompson (2007)

The next part will give detailed information about the most common FA strategies named as feedback, peer-assessment and self-assessment.

2.5. Formative Assessment Strategies

In formative assessment, what students produce during teaching and learning process is important because it gives an opportunity to educators to be aware of their learning styles and adjust them if necessary. Irons (2008) states that when teachers are designing formative assessment techniques, they have to think how these can foster student involvement and participation in the learning process.

“Classroom assessment techniques are formative evaluation methods serving two purposes. They can help you to assess the degree to which your students understand the course content and they can provide you with information about the effectiveness of your teaching methods” (Haugen, 1999:1). Haugen (1999) also asserts that most of these classroom assessment techniques are intended to be fast and simple to utilize and each of them contribute to various types of information.

In formative assessment, there are some important techniques that should be used while applying this assessment type into teaching practices. In the following parts, some techniques will be discussed in a detailed way to gain deep understanding of this study:

- Feedback
- Peer-assessment
- Self-assessment

2.5.1. Feedback in Formative Assessment

The main objective of formative assessment is to get overall information about the performance of the learners in order to take the most suitable action for future learning procedures. This objective is managed with the concept of *feedback*. Basically, Sadler (1989) describes feedback as a core issue in formative assessment which supplies knowledge about the success scale of performance of students. “Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way” (Ramaprasad, 1983:4). Dixon and Worrel (2016) assert that there are a great many of devices in formative assessment which can supply feedback both to teachers or student with the aim of creating more efficient learning environment for students. “Broadly speaking, feedback provides benefits for two main audiences such as teachers and students” (Sadler, 1989:120). Apart from students, Heritage (2007) suggests that feedback has a great role in formative assessment for teachers, as well. Providing feedback is profitable both for students and teachers in the education world.

Since formative assessment is also named as *assessment for learning* or *a process evaluation*, teachers are supposed to provide some information to students about their work and also show evidence about students’ performance. It is quite valuable for teachers to do some evaluations for their future teaching strategies (Greenstain, 2010). Even though feedback is regarded important solely for students, it provides useful data for educators as well. Greenstain (2010) mentions that formative assessment helps teachers to:

- Consider each student's learning needs and styles and adapt instructions accordingly.
- Track individual student achievement.
- Provide appropriately challenging and motivational instructional activities.
- Design intentional and objective student self-assessments. (p.140)

Cauley and Mcmillan (2010) mention that effective feedback provides a great opportunity for learners to be aware of their performance and take some actions to do adequate adjustments before the learning process comes to an end. Similarly, according to Black and Wiliam (1998), efficient feedback in FA should be designed in a way which heartens students and realize their weaknesses and strengths in order to make them better learners in their future learning processes.

If assessment doesn't lead to any significant improvement in learners, then instructors should work on it. Clark (2011) advocates that feedback in FA executes its real function when learners are involved in their own learning process actively. Students in this model are guided and advocated by their instructors, and beware of the associations among their previous-present-possible future performances. Likewise, Sadler (1989) mentions that students are supposed to be in charge of their own assessment. It is the involvement of the learner that makes all the difference. Thus, purposeful and beneficial feedback ought to be provided to students in FA.

Nicol and Macfarlane-Dick (2006:205) listed the following seven principles for a good feedback practice:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides information to teachers that can be used to help shape teaching;

Feedback in FA can be a starting point for teachers. Formative assessment is a comprehensive and broad process which requires higher thinking skills and active participation of students. Leahy, et al., (2005) state that the teachers should place feedback in an important place in FA. Peer and self-assessment also deserve a great deal of attention in FA, but students can have some difficulties at the beginning while commenting on the work of their peers or even themselves (Ibid:22).

The perceptions and practices of teachers have a great influence on the application of these FA strategies effectively in the classes. Askew and Lodge (2000:1) carried out

a study in order to inquire about the practices of teachers working at universities. As a result of this study four characteristics of feedback have been identified as:

(1) involving students in dialogues about learning which raises their awareness of quality performance; (2) facilitating feedback processes through which students are stimulated to develop their capacities in monitoring and evaluating their own learning; (3) enhancing students' capacities for ongoing lifelong learning by supporting student development of skills for goal setting and planning their learning and (4) designing assessment tasks to facilitate student engagement over time in which feedback from varied sources is generated, processed, and used to enhance performance on multiple stages of assignments.

The next parts will give more detailed information about the peer and self-assessment successively in order to understand the formative assessment practices better.

2.5.2. Peer-Assessment in Formative Assessment

Peer assessment is a significant concept in order to manage a useful formative assessment. As a different way of getting the participation of students in their own learning and assessment period, peer assessment has been enormously used in the education world (Davies, 2006 & Morris, 2001 & Orsmond, 2006). "Peer assessment is a common form of shared learning in which students provide feedback on each other's work" (Vickerman, 2009: 221). Peer assessment requires the involvement of both learners and teachers with variable roles in the assessment period (Ibid: 221). Similarly, Wen (2006) defines peer-assessment as a judgement process which includes students' making comments or giving feedback on the performances of their classmates. Peer-assessment has some basic features and profits for enhancing the learning process. In his article Saito (2008: 554) listed the following four main issues which are agreed by many researchers:

1. Although evidence drawn from language classrooms is limited, peer assessment has a fairly strong correlation with instructor ratings across different subject areas and with supervisor ratings across different organizational settings (e.g. Falchikov & Goldfinch, 2000; Fletcher & Baldry, 1999; Harris & Schaubroeck, 1988; Topping, 1998).

2. Peer assessment encourages reflective learning through observing others' performances and becoming aware of performance criteria (Falchikov, 1986; also claimed in different contexts by Topping, 1998; Tornow, 1993; Somervell 1993).
3. In general, peer assessment seems to generate positive reactions from students, although some students have concerns and worries, as demonstrated by the mixed findings in various content areas (e.g. Cheng & Warren, 1997; Haaga, 1993; Morahan- Martin, 1996; Saito & Fujita, 2004; Stefani, 1992).
4. Students develop a sense of shared responsibility (e.g. as claimed by Somervell, 1993).

Assessment or feedback from a fellow rather than a teacher can be more stress-free for the learners and relations of students are enhanced through this kind of sharing (Black, et al, 2003). Since students deal with evaluation of their classmates' Works productions, teachers can have an opportunity to observe what's happening in the classroom (Ibid, 50). Generally, teachers seem to have positive perceptions about peer assessment. In one of the studies, teachers uttered that each student knows very well that their work will be evaluated by their peers; it becomes a useful routine for them. If they have any conflicts on the answers of the questions, they discuss them until they reach a consensus. This increases interaction in the language class, which is another plus of this technique.

Peer assessment has not only got benefits only for students, but also for teachers. It's a mutual interactive activity between teachers and students which encourage students to take control of their own learning. In addition to peer assessment, self-assessment is also an inevitable part of formative assessment. Details of self-assessment are discussed in the following part.

2.5.3. Self-Assessment in Formative Assessment

Self-assessment is another beneficial assessment tool used frequently in FA. It doesn't cause students stress or anxiety since it doesn't aim grading. Self-assessment is only a reflection of their learning for students themselves (Sönmez, 2013). Wanner and Palmer (2018) asserts that self-assessment aims to get students to manage learning independently in the absence of their teachers and decide their own learning and assessment periods which also foster the possibility of their self-confidence and

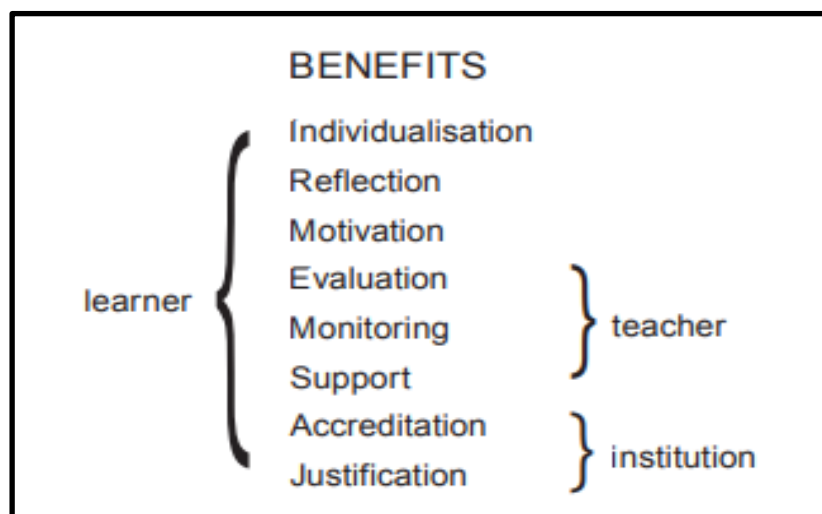
creativity as learners. Likewise, Miller (2002) suggests that learners become more aware of their performance, learning processes and eager to assess their own work in different ways with the help of self-assessment. They become much more aware of their own learning process. Blaz (2008:35) is in the opinion that students should ask themselves some questions in order to carry out an efficient self-assessment:

-What did I learn today? / Am I done yet? / What do I need to improve? / What am I having trouble doing? / Am I making progress? / What should I do next? / What surprised me? / What do I still wonder about? / In the future, what will I do differently?

These questions get students to think more critically and deeply about their own learning. As Stiggins (2007) points out self-assessment gives a chance to students to think and make decisions about their learning before their teachers. Thus, it increases involvement and confidence of learners. Gardner (1999:49) describes self-assessment as “.....both as a testing device leading to accreditation and as a device for personal self-monitoring”. Furthermore, Gardner (1999) claims that it gives an opportunity to learners to get quick input to decide their language capability and to think about learning procedures. There are many advantages to be gotten from self-appraisal, yet it is a system that should be presented and guided by insructors cautiously.

Figure 2.5. Gardner (1999:51) shows the benefits of self-assessment for students, teachers and institutions. As it can be understood from the figure that learners are the ones who get utmost profit from self-assessment.

Figure 2.5. The Benefits of Self-Assessment



Gardner (1999:51)

Feedback, peer and self-assessment are vital elements of formative assessment which are supposed to be taken into account seriously. The following section will discuss the students' and teachers' perceptions about FA as well as the attitudes, intentions and practices of teachers which are invaluable. It's also the research topic of this thesis.

2.6. Studies on Formative Assessment

Following the changes occurring in teaching and learning alternatives in assessment have also become inevitable. Formative assessment has been finding more and more place in language classes today. "Research conducted within the past decade contributes much to an understanding of the role and potential value of formative assessment in learning" (Sach, 2011:261). This study focuses on the attitudes, intentions and practices of EFL instructors regarding formative assessment. Before analyzing teachers' perspectives, mentioning the studies carried out on the perceptions of students is vital.

2.6.1. Perceptions of Students in Formative Assessment

"Students' perception of assessment methods plays a significant role in determining their effort towards learning and their assessment tasks" (Kaur, et al., 2017:461). Similarly, Anderman and Patrick (2012) assert that profitable and effective assessment procedures are fundamentally rooted in the views and experiences of students about the assessment strategies. As a result, this topic has gained great attention and many studies have been executed in the last years.

Vickerman (2009) carried out a study with 90 sophomore students studying sports in the UK to examine their perceptions as well as experiences about FA, specifically peer assessment. In a broad sense, the results of this study showed that students regard formative peer assessment as an effective tool to foster their learning process. The deeper analysis showed that "55% of students agreed or strongly agreed that" peer formative assessment provided a great opportunity for them to be involved in the learning process which is directly associated with the enhancement of their knowledge on the subjects" (Vickerman, 2009:226). These students also stated that peer formative assessment improved their self-confidence, comprehension of the activities or materials and the feeling of satisfaction commenting on the work of both

themselves and peers. However, less than half of the participants address this process as a less profitable one and stated that it was not an easy job for them to evaluate their class-mates' performances and they prefer more teacher-centered teaching and evaluation. These findings show that the educators should be aware of these types of student differences and try to develop more techniques to manage the involvement of these students in the learning process (Vickerman, 2009). The more teachers improve themselves on their own professions, the more their students will be indulged in learning and assessment processes.

Likewise, another study was carried out by Pereira, Flores and Barros (2017) with the aim of finding out the perceptions of students about how efficient and fair the assessment techniques on the learning process such as traditional and learner-centred ones. The data was collected from 624 undergraduate students in five Portuguese Public Universities via the tool of questionnaires. The results of the study showed that learner-centered assessment tools are regarded as more efficient and fair. "On the other hand, traditional assessment is seen as a less effective and less fair process, related to surface approaches to learning, insecurity to perform the tasks and not encouraging of self-regulated learning" (Pereira, Flores & Barros, 2017:17). It's also claimed by the students that learner-centered assessment methods enable students more spare time for studying. Students stated that written tests and oral presentations were mostly chosen as assessment tools.

Assessment and learning conditions are directly related to each other. According to Cheng, Wu and Liu (2015), a vital point is neglected in education. Moreover, teachers should be guided and supported in order to design profitable assessment tasks to enhance the learning of students (Ibid:1). The study was carried out at three universities in China where English Language is taught as a foreign language and data was collected from 620 university students. The results of this study are important. The students mentioned that they prefer a more learner-centered assessment environment including authentic and contextualized learning and assessment tasks. Furthermore, teachers should be aware of the findings of the study, as they practice formative assessment practices. Cheng, Wu and Liu (2015) suggest that teachers should ask for the opinions or preferences of learners while preparing assessment tasks. The findings also show that the teachers are supposed to be sensitive about providing the equitable chances for students finalizing the tasks.

Under the light of these studies, the perception of students on FA should be taken into account seriously by educators. It is also worthy to investigate the teachers' perceptions on FA practices.

2.6.2. Perceptions of Teachers about Formative Assessment

How teachers perceive formative assessment is vital for effective application of this assessment tool in the classes. "Perception is defined in literature as a process or a way people give meaning to their experiences and evaluate others" (Black, et. al., 2003). Studying the perceptions and views of teachers has significant messages for all involved in the assessment process. According to Towndrow, et. al., (2010) instructors, who identify FA as a method for advancing understudies' learning, basic reasoning abilities, and improve learning benchmarks, are bound to incorporate FA into their practices. However, "some other teachers, who see assessment as a way to measure student learning and validate their authoritative knowledge are inclined to use more summative tests and rely on externally prepaid assessment" (Towndrow, et. al., 2010). Thus, researchers are interested in analyzing and understanding the perceptions of teachers about formative assessment.

One study, for instance, inquired if, there are any differences between state and private university teachers in terms of their perceptions about the use of FA in their classrooms (Gökçe, 2014). The data from 100 "EFL teachers from 39 primary, secondary and high schools in Central Black Sea region in Turkey" (Gokce, 2014: 5) constituted study. Questionnaire and semi-structured interview questions were utilized as data collection tools. The findings of the study showed that the teachers in both type of universities have common awareness of the significance of using FA in English Language classrooms. However, in practice there are some basic differences between these teachers. While the instructors in private schools design FA tools efficiently and frequently, the teachers in state schools are in favour of summative assessment.

Another study inquired the perceptions and beliefs of teachers about formative assessment (Karim, 2015). 25 Kurdish ESL teachers participated in open-ended interview questions. The result of the study (Karim, 2015) confirmed the findings of Gokce (2014). Although teachers believed in the importance of using formative assessment in their teaching practice and possessed positive perceptions towards its

use as an assessment tool, they have problems in turning it into classroom practice. Karim (2015) asserts that implementation process is especially challenging for inexperienced teachers.

Another study by Torkildsen and Erickson (2016) highlighted importance of investigating the perceptions of teachers about formative assessment by taking their background information into account. The participants of the study were 36 teachers working at a secondary school in China. Chinese education system used both summative and formative assessment. In this study, pre- and post-study individual interviews, teachers' handouts, students' work and video-taped class observations were used as data collection tools. Searching the background of the teachers and how these differences can affect their teaching and assessment practices are the objectives of the present study. The researchers advocate that investigating the background of the teachers and understanding them should be the very first thing in managing efficient implementation of formative assessment in classrooms. The findings of the study showed that while younger teachers tend to use formative assessment, elder ones prefer summative assessment types. Moreover, according to this study, gender differences do not have any influence on the choice of FA or SA use in the classes.

Perception of teachers about formative assessment is yet another area that is studied by researchers (Sach, 2011). Sach (2011) analyzed their perceptions regarding Formative assessment in relation to teachers' experiences and the type of school they are working. The author collected data from 67 teachers working in lower and middle schools. As a data collection instrument, both qualitative and quantitative methods were used. The results of the study showed that almost all teachers participating in the study believe the importance of using formative assessment to enhance student learning. The results of the study showed that there are significant differences in the perceptions of teachers regarding the experience of teachers and school type that they are working. Sach (2011) suggests that these results should be taken into consideration seriously by educators to manage efficient implication of formative assessment in teaching and learning process.

Similarly, Öz (2014) executed a study in order to determine what kind of assessment methods EFL Turkish teachers prefer and what their formative assessment practices are. The data are collected from 120 EFL teachers working in state and foundation

universities. Results of the study revealed that most instructors are likely to use fill in the blank, multiple choice, true-false, matching and short answer tests instead of formative assessment tools while evaluating their students. Another result of this study is perceptions and practices of Turkish EFL teachers which show differences regarding their teaching experiences which mean how many years they have been working as teachers. Öz (2014) concludes that teachers should give up with traditional assessment techniques and should be trained about the use of new updated assessment strategies.

In addition to other researcher, Ounis (2017) also suggests that the perceptions of teachers tend to have an efficient role in their formative assessment practices. The study aims to find out whether the perception of teachers about formative assessment changes according to their gender categorization. The researcher used a questionnaire to collect data from 40 teachers. The participants stated that they had positive perceptions towards using FA in their classrooms. They also experienced motivation for its use. According to the results of questionnaire, it can be inferred that the teachers believe FA is beneficial in fostering student performance and learning and teaching practices. Even though their perceptions are positive, they mentioned that sometimes implementation process of FA can be challenging because of inadequate time and their lack of trainings. Thus, Ounis (2017:123) advocates that “training programs should focus on equipping secondary school teachers with necessary skills for assessing their pupils and also encouraging them to appreciate the role of oral assessment rather than considering it as an additional workload”. Only after providing adequate training and guidance should teachers be expected to engage in effective formative assessment practices.

Yao (2015) inquired about how teachers perceived classroom assessment, in other words, formative assessment with the help of a focus group interview in a qualitative inquiry. Three male and three female teachers were the participants of this study. Teaching practices of these 6 teachers were also observed. A focus group interview was the main data collection tool in understanding whether the teachers had pleasure or trouble about formative assessment applications. The study concluded that challenges the teachers have experienced in formative assessment implementations should be studied further in the future studies. In line with the results, more teacher

training and support should be designed for teachers to fully practice formative assessment in their teaching practices.

2.6.3. Attitudes and Practices of Teachers about Formative Assessment

Macmillan (2003) asserts that there are many external and internal factors which determine the decision of teachers about the use of formative assessment in their classes. Internal factors are associated with the personal preferences and values of teachers and these show great variations among teachers (Izci, 2016). Izci (2016) claims that many studies support there are various issues which influence teachers' use of FA in the classrooms. "Teachers' beliefs and values; teachers' knowledge/pedagogical content knowledge (PCK); teachers' attitudes; teachers' orientations; teachers' perceptions; teachers' self-efficacies and motivations; teaching and professional experience; and teachers' conceptions and understanding of assessment" (Izci, 2016:2541). As Izci (2016) states they are several different factors affecting teachers' adaptation of FA according to several studies.

The studies show that the attitudes of teachers towards FA affect whether they integrate this assessment tool in their classrooms or not. Attitudes of teachers about FA and integration of FA in one's class are strongly associated with each other (Carles, 2005 & Lee & William, 2005). Richardson (1996:102) defines attitudes "... a subset of a group of construct that name, define, and describe the structure and content of mental states that are thought to drive a person's actions". The attitudes are also described as a symbol of one's culture and these attitudes influence our life style and emotions (Kırımsoy, 1997). Furthermore, according to Brown (1994) attitudes include all the actions, behaviours which begin from the birth and endure to deal with the effects of one's parents, friends or other external factors. Lee & William (2005) claims that if teachers have positive attitudes towards FA, they are more likely to use FA in their classrooms. Sometimes, despite having sufficient skills and knowledge about FA, teachers still do not integrate this assessment tool in their teaching practices because they do not have proper attitudes for FA use (Heritage, 2007). Since teachers' attitudes towards FA integration into their classes is dramatically vital, the researchers have carried out a great many of studies about to find out about its significance.

For example, Ahmed (2019) carried out a study in Kosovo to find out the relationship between the attitudes of teachers about formative assessment and their actual use of this assessment tool in the classroom. The participants of this study were 47 primary school teachers who are teaching 1st and 5th graders. As a data collection instrument, a questionnaire for formative assessment is used which was designed by the Qualifications and Curriculum Authority (QCA) from the United Kingdom. The results of the study showed that the attitudes and the implementation of FA are not homogeneous among teachers. Even though the teachers believe in the importance of FA in the students' success, they don't manage integrating this assessment tool in their practices. This is an interesting finding because it shows that only a positive attitude towards the implementation of FA is not enough. These studies showed that teachers should be provided ongoing training and support.

Not only teachers, but also students also constitute important agents of Formative Assessment Practice. Thus a study named as "Secondary School Teachers' and Students' Attitudes towards Formative Assessment and Corrective Feedback in English Language in Ibadan Metropolis" the researcher Fakeye (2016) searched for both the students' and teachers' attitudes towards formative assessment and corrective feedback in English Language classes in Ibadan Metropolis. 420 students and 6 teachers participated and the researchers utilized a descriptive research design for the study. As a data collection instrument, *Attitudes of Teachers towards Formative Assessment and Corrective Feedback in English Language Questionnaire* and *Attitudes of Students towards Formative Assessment and Corrective Feedback in English Language Questionnaire* were used. The results of the study showed that both teachers and students had positive attitudes towards formative assessment and regarding corrective feedback in English language classes. The researcher investigated whether the attitudes of teachers and students show any differences according to the gender variable. However, according to the statistics, there was no considerable variation among males and females. Fakeye (2016) suggests that while assessing the learning outcomes and performance of students, FA should be taken into consideration carefully. Moreover, teachers should be well-educated and trained about the significance of FA. Furthermore, teachers ought to be provided with necessary trainings about how to implement this assessment tool into their teaching.

There are other studies which highlight the importance of student views as well as teacher views. For instance, Al-Shehri's (2008) study for his dissertation includes both teachers and students at the College of Telecomm and Information (CTI) in Riyadh, Saudi Arabia. English is taught for specific purposes (ESP) in this context. The data was obtained from 38 students and 11 teachers from a questionnaire of 49 questions. The main objective of this study was to determine whether formative assessment contributes to learning and teaching process in a positive way when this assessment tool is supported by formative feedback. There is an assumption that the things student learn and the ways teachers teach are affected by FA and FA feedback. According to the results of the study, while ESP teachers highly prefer formative assessment in their teaching, the students are not in favour of this assessment type. The reasons of this dissatisfaction of the students with FA are named as "students' previous unfamiliarity with this type of assessment in their early stages, lack of language competency needed for such assessment, and motivational factors, particularly intrinsic, to be highly engaged in this ongoing evaluation" (Al-Shehri, 2008: 50). The researcher, in a conclusion, suggests and advocates that FA is a beneficial and efficient assessment tool when it is understood and implemented in a proper way by the teachers who would familiarize the students. However, in order to ensure the effectiveness of FA both for the teachers and students, some other external factors "such as class size, teaching load, nature of assessment and students' readiness and motivation" play a vital role (Al-Shehri, 2008: 51). It's clear that there are several dynamic factors in play for the successful operation of formative assessment.

Young and Jakman (2014) in the 20 public secondary schools in Grenada provided confusing results about FA trained and untrained teachers' FA practices. The participants of this study were around 700 lower secondary teachers. The data was collected with the help of four questionnaires named as; *Perceptions of Formative Assessment*, *Attitudes to Formative Assessment* and *Use of Formative Assessment Practices*. Mainly, this study aims to find out how the students perceive FA, what their attitudes to FA are and how frequent they use FA assessment strategies in their lessons in the Grenadian lower secondary school. The results of the study showed that the teachers answering the questions in the questionnaires had positive perceptions about and attitudes towards formative assessment. The perceptions and

attitudes of teachers who had been trained and not trained showed considerable differences. However, when the point is about implementation of FA in real teaching environment, both trained and untrained teachers are unlikely to utilize this assessment tool in their classes. One would expect much higher use of FA assessment from the FA trained teachers. Yet, the reality is both group teachers were unlikely to use FA which means we need to focus on the quality of FA trainings.

It's necessary to focus on the importance of teacher trainings. There must be handicaps and challenges that lead to reluctance of teachers to utilize FA in their lessons. It is necessary to detect these challenges and try to solve them. Young and Jakman (2014) suggest that teacher education programmes can be used to adapt and encourage use of FA among teachers. "More in-school professional development geared towards shifting focus from traditional teacher-centred methods to more student-centred approaches, and the merging of assessment and instruction needs to be encouraged" (Young and Jakman, 2014: 410). Thus, we need a shift towards student-centered learning and assessment systems.

In his MA dissertation, named as "Teachers Valuation and Implementation of Formative Assessment Strategies in Elementary Science Classrooms" Jett (2009) researched how elementary school teachers perceive and value formative assessment and also how they implement FA into their teaching processes. In this study, the data was collected via three different data collection instruments which were a questionnaire, classroom observations and teacher interviews. Intensive classroom observations were carried out with four teachers who assumed that they used FA strategies in their lessons in an efficient way. The results of the study showed that the value of formative assessment for teachers were dramatically associated with their revealed utilization of same techniques (Jett, 2009). When the analysis of regression has been taken into account, it is revealed that there is not any important correlation between the teaching experience of teachers and the frequency of their using FA in their teaching. The interview revealed that the more teachers believed about the importance of student-centered teaching and constructivist approach in teaching, the more they were likely to prefer FA as an assessment tool. Similarly, the teachers who favoured teacher-centered teaching style did not always prefer FA or adapt constructivist approach. Teacher profile holds important messages for educators, researchers and administrators. Jett (2009) assume that an instructor profile has been

offered classifying instruction practices that are progressively steady with who demonstrates the information, convictions and attitudes about powerful developmental evaluation. “This profile has suggested uses for university teacher educators, education administrators, professional development trainers, and professional learning communities” (Jett, 2009: 6).

Other studies also alerted us that the effective use of FA includes a multiplicity of factors to be taken into consideration. Perceptions and attitudes of teachers are vitally important for FA, but they are not the only considerations. “Teachers’ Perceptions on Factors Influence Adoption of Formative Assessment” the researcher Alotaibi (2018) investigated the attitudes, practices and perceptions in a different way in his study. The researcher advocates that despite the fact that instructors have inspirational perspective towards formative assessment, their recognitions on factors impact the selection of formative assessment is significant to actualize different assessment methodologies successfully (Alotaibi, 2018). Thus, the researcher carried out a study with 25 primary school teachers in Riyadh, the city of Saudi Arabia, in order to learn their attitudes and perceptions through a questionnaire composed of 14 selected factors. The results of this study showed that most teachers chose the option of “*slightly agree*” on all the factors. Moreover, according to the analysis of the questionnaire, the perceptions and attitudes of these primary school teachers show significant variability regarding age, gender, previous training and the amount of teaching experience. This study is vital in understanding the perceptions as well as attitudes of teachers on issues which can affect the adaptation of FA in primary schools. Furthermore, determining the factors stated in this study could be beneficial for the school administration in terms of being aware of challenges teachers can experience in the implementation of FA. This awareness will enable developing strategies to help the teachers to deal with obstacles for efficient execution of FA as an assessment tool in the classrooms. In conclusion, “Implications of this study are to comprehend the outlook of teachers’ agreement levels towards the factors influence the adoption of formative assessment and what kind of socio-demographic characteristics made them considerably diverge in their views to differ significantly on such factors” (Alotaibi, 2018: 82). And the results showed that even though the teachers had positive perceptions or attitudes towards formative assessment, there were also other factors that influenced the application of this assessment type in the

lessons. Thus, the educators and administrators should do their bests to eradicate the handicaps that the teachers are experiencing with FA applications.

Despite the fact that FA is significant and beneficial for teaching and learning process, there are also some challenges and difficulties that are associated in the application of this assessment tool in education process. Ní Chro'íní'na and Cosgrave (2012) focus on this issue in their article named as "Implementing Formative Assessment in Primary Physical Education: Teacher Perspectives and Experiences". The purpose of this study is "to explore the impact of incorporating assessment into primary teachers' physical education practices on (a) their perspectives on assessment and (b) teaching and learning in primary physical education" (Ní Chro'íní'na & Cosgrave, 2013: 219). In the methodology part of this study, the researchers collected data from the teachers via focus group interviews to explore the assessment practices and how the teachers comprehend and perceive FA. Findings revealed that the teachers are in favour of utilizing FA, but they experience some challenges during the application process. Focus group interview analysis revealed that teachers need more time to do planning for FA, experience challenge in finding sample FA tools or strategies and deal with varying student needs and proficiency levels. The study also revealed that it is vital to support teachers during the implementation of formative assessment strategies. It's not adequate to have training for FA assessment, but also it is necessary to provide ongoing support and collaboration for teachers utilizing FA strategies.

As a result of the studies carried out until now, it can be said that teachers have an important role in the application of FA in classrooms. However, they can still experience various challenges during their practices despite having positive attitudes, intentions or perceptions. Thus, maybe the most important lesson to take away from these is the need to provide ongoing support to the teaching community. Many researchers and educators are in the opinion that teachers ought to accomplish more meaningful and ongoing evaluation process. However, there seem, by all accounts, there are some valid justifications why they are not in favour of utilizing FA. Thus, it is crucial to learn the reasons of this unwillingness of teachers about FA use in their classes (Veal, 1988). Veal (1988) mentions that one of the reason could be teachers' being inexperienced with the use of FA. Another reason could be lack of training for FA or inadequate support in their teaching contexts. Also another reason could be

having too many teaching hours which could leave teachers no spare time to prepare for FA. Moreover, the classrooms could be overcrowded which can make it quite impossible to activate FA assessment successfully (Veal, 1988). Hence, these significant challenges should be taken into account carefully while investigating FA use in the classes by teachers.

This study will try to enlighten whether the attitudes, intentions and practices of EFL instructors working at Preparatory Schools of foundation and public universities in Istanbul, Turkey shows any differences according to different characteristics such as gender, age, teaching experience, field of study, professional experience, teaching hours, class size they have. The global interest in FA makes this research topic appealing and worthwhile for researching. As we learn more on the issue, we will be better prepared to try it in our classrooms to create better teaching and learning practices.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This study aims to investigate the attitudes, intentions and practices of EFL preparatory school instructors regarding Formative Assessment. The second objective of this study is to figure out whether EFL preparatory school instructors' attitudes, intentions and practices regarding FA show any differences in line with their age, gender, teaching and professional experience, field of study, teaching hour, the number of students in the class. In this chapter of this thesis, research design, participants, setting, data collection instruments, data collection procedures, and methods used for data analysis will be described in detail.

3.2. Research Design

A descriptive research design is used while carrying out this study. A descriptive research design “is kind of a research when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments (such as schools)” (Fraenkel, Wallen & Hyun, 1993: 15). A descriptive research can be executed with both quantitative and/or qualitative methods. In this study a quantitative research method is used to collect data from EFL instructors working at the School of Foreign Languages in both foundation and public universities in order to reach information about their attitudes, intentions and practices regarding Formative Assessment.

Quantitative research is defined as “a research based on the quantitative measurements of some characteristics. It is a phenomenon that can be expressed in terms of quantities. We generate the data in a quantitative form subjected to rigorous quantitative analysis in formal and rigid fashion” (Kothari, 2004: 3). Quantification and statistical depiction of data constitutes an important part of the research undertaking. In other words, the results of the study are supported more with accurate and definite information received from the participants. Creswell (1994) also

highlights that quantitative research method deals with the numbers, statistics and use methods which are based on mathematical details. Thus, a researcher has an opportunity to measure and analyze the data collected from participants in a more objective way. Survey or questionnaire is the most common Quantitative research methods utilized in collecting data (Hopkins, 2000). In this study, an international accepted questionnaire called "Instructors' Conceptions and Practices of Formative Assessment" is utilized which was prepared by Yan and Cheng (2015) to gather data. To use a questionnaire which has been internationally used before ensures validity and reliability of the items included in the questionnaire. This questionnaire used for this study is suitable for the objectives of the research. Both the subscales and the items included are appropriate to get detailed information about the attitudes, intentions and practices of EFL Preparatory School Instructors regarding Formative Assessment. However, in this questionnaire some adaptations were done with the approval of the experts which are determined as not to meet the objectives of the research. For instance, two sub-dimensions named as "Affective Attitude Scale" and "Subjective Norm Scale" were not included in the research. In addition to this, the rating scales of the last item in the 6th sub-dimension were changed. The details related these changes and the necessity for these will be comprehensively discussed in *Data Collection Instrument* part.

3.3. Setting

This research has been carried out with the EFL instructors who have been working at English Preparatory Schools of foundation and public universities in Istanbul. Since most of the departments at these universities use English medium as the language of their instruction, Preparatory Schools are compulsory, unless they pass proficiency exam or provide a valid proficiency certification. Preparatory schools are vital, since departmental courses will also be conducted in English. Thus, the roles of the instructors working at English Preparatory Schools are significant in getting their students to successfully complete the programme at the end of the year. With this in mind, using Formative Assessment in English Preparatory Schools becomes important in preparing their students for their departments' English instruction.

3.4. Participants

The present study has been executed with 144 EFL Preparatory School instructors who have been currently working at the Preparatory Schools of universities in Istanbul, Turkey. For the purposes of this study, the number of participants from foundation and public universities was kept equal while gathering the data in order to increase reliability and validity of the research.

In order to have in-depth information about the demographic details of participants, in the first part of the survey included 8 personalized questions on their background. In the table following, details about EFL Preparatory School instructors participating in this study are included clearly:

Table 3.1: Demographic Background of the Participants

| Themes | Subthemes | Frequencies |
|---------------------------------|---------------------------------|--------------------|
| Age | 22-25 | 11 |
| | 26-35 | 73 |
| | 36+ | 60 |
| Gender | Female | 85 |
| | Male | 59 |
| Teaching Experience | 0-5 | 24 |
| | 6-10 | 52 |
| | 11-15 | 14 |
| | 16+ | 54 |
| Type of University | Foundation | 72 |
| | Public | 72 |
| Field of BA Study | English Language Teaching | 75 |
| | English Language and Literature | 49 |
| | Other | 20 |
| Professional Experiences | Never | 47 |
| | 1-5 | 77 |
| | 6-10 | 20 |

| | | |
|---------------------------|-------|----|
| Teaching Hours | 10-14 | 26 |
| | 15-24 | 66 |
| | 24+ | 52 |
| Number of Students | 0-20 | 26 |
| | 21-30 | 76 |
| | 30+ | 42 |
| | | |

3.5. Data Collection Instrument

For this study “Teachers' Conceptions and Practices of Formative Assessment Questionnaire” which was adopted from Yan and Cheng (2015) was used. The original questionnaire is composed of 40 questions including 7 different sub-dimensions. However, two sub-dimensions named as “Affective Attitude Scale” and “Subjective Norm Scale” were omitted and not used for this study because they don't meet the objectives of this thesis with the approval of experts. “Affective Attitude Scale” sub-dimension has been disregarded because this study does not focus on emotions and/or feelings of instructors about FA use in their classrooms. The next sub-dimension “Instrumental Attitude Scale” is much appropriate for our aim and adequate, so we preferred to include only instrumental one. “Subjective Norm Scale” is not included into the study, as well. This sub dimension includes the items including the relation between the instructors and the students' parents. In the original article this questionnaire was used, with primary school teachers who are always in close contact with parents or school management. However, at university context, there is no need for instructors to be in touch with parents or school management very often. As a result, these two sub-dimensions weren't included in the study in order to collect more valid, reliable and relevant data.

In addition to this, with the approval of experts, “Instrumental Attitude Scale” was divided into two parts, such as “student-oriented” and “teacher-oriented” because some items were more related to students; others were more associated with teachers. Thus, making this categorization allowed for specific data collection from that group. Again with the approval of experts, some minor changes were made in the last two questions of “Behaviour Scale”.

The questionnaire consisted of two parts. In the first part, there were 8 questions to get information about the participants' demographic situations. The second part included 28 questions with a six-point Likert-type rating scale where 1 represented *Strongly disagree*, 2 represented *Disagree*, 3 represented *Slightly disagree*, 4 represented *Slightly agree*, 5 represented *Agree* and 6 represented *Strongly agree*. Only for the last two questions (27-28) the scale was different. In 27th question; 1 equated *Never*, 2 equated *Rarely*, 3 equated *Some Days*, 4 equated *Most Days*, 5 equated *Almost Every day* and 6 equated *Every day*. In 28th question; 1 equated *Never*, 2 equated *Rarely*, 3 equated *Seldom*, 4 equated *Sometimes*, 5 equated *Frequent* and 6 equated *Very Frequent*. In the original questionnaire, in the last two questions, the rating scales were a bit different from each other, even though the questions were very similar to each other. In order to provide consistency and make questions and rating scales more clear and understandable for the participants, we adapted them and made 28th question similar to the 27th question.

3.6. Data Analysis Procedures

After data collection process was completed, for each demographic question, 6 variable sub-dimensions were analyzed. Firstly, all data was collected and calculated with the help of SPSS. Later, for each sub-dimension, Kolmogorov–Smirnov test and Shapiro–Wilk were applied in order to determine whether a distribution is normal or not. “If the test is non-significant ($p > 0.05$), the distribution of the sample isn't significantly different from a normal distribution. If, however, the test is significant ($p < 0.05$) then the distribution in question is significantly different from a normal distribution” (Field, 2009:144). “When you want to test differences between two conditions and different participants have been used in each condition, then you have two choices: the **Mann–Whitney U test** (Mann & Whitney, 1947) and the **Wilcoxon rank-sum test** (Wilcoxon, 1945). These tests are the non-parametric equivalent of the independent *t*-test” (Field, 2009: 540). Since this distribution is not normal in two independent variables such as gender and type of university; Mann Whitney U Test, which is a non-parametric test, is used when comparing the total score and all sub-dimension scores by gender and type of university. In other demographic background of participants such as age, teaching and professional experiences, field of study, teaching hours and class size, there isn't a normal distribution, either. However, since there are more than two variables in these samples, the Kruskal Wallis Test, which is

another non-parametric test, is used when comparing the total score and all sub-dimension scores by these factors. Moreover, in this study, the r coefficient, which can take a limited value between 0 and 1, was calculated for the effect size (Rosenthal, 1991). The effect size is important as it presents the degree of impact with an objective measure. A correlation coefficient of 0 indicates that there is no effect and 1 indicates that there is an excellent effect. Cohen (1988 and 1992) made commonly used recommendations regarding major or minor effects: $r = .10$ - low effect (effect explains 1% of total variance), $r = .30$ - medium effect (effect explains 9% of total variance) and $r = .50$ -high or large effect (effect explains 25% of total variance).

For the last question of the research, correlation analyses were used to determine whether there was a statistically significant relationship among the sub-dimensions of the questionnaire. It was decided by looking at whether the scores of the two data considered in the selection of the correlation analysis method used showed normal distribution or not. In the examination of the normality assumption, the skewness coefficient (CD) is considered and it is interpreted that this coefficient in the range of ± 1 does not show a significant deviation from normality (Büyüköztürk, 2012, p. 40).

CHAPTER 4

RESULTS

4.1. Overview

This chapter will explain the findings of the questionnaire named as *Teachers' Conceptions and Practices of Formative Assessment Questionnaire* on behalf of the present study. With the help of the items / questions in this questionnaire, the researcher tried to find answers to the following research questions stated below:

1. What are the attitudes, intentions and self-reported practice behaviors of EFL Preparatory School Instructors about the implementation of formative assessment in their teaching and assessment?
2. Are there any significant differences among EFL Preparatory School Instructors' attitudes, intentions and practices about formative assessment?
3. Are there any correlations among the sub dimensions of the questionnaire used for the study? If yes, how?

4.2. Findings

In order to collect data for this study, six-point Likert-type rating scale questionnaire has been executed with 144 EFL instructors working in English Preparatory Schools of several foundation and state universities Istanbul, Turkey. In the following chapters, the results for each research question will be explained with the help of tables, numbers and comments.

4.2.1. Research Question 1 and Its Results:

What are the attitudes, intentions and self-reported practice behaviors of EFL Preparatory School Instructors about the implementation of formative assessment in their teaching and assessment?

Within the scope of this study, descriptive statistics of the participants' sub-dimensions of Teachers' Conceptions and Practices of Formative Assessment Questionnaire scale and their total scores are given below:

Table 4.1: Descriptive statistics for Teachers' Conceptions and Practices of Formative Assessment Questionnaire subscales and total score:

| Scale / Subscales | \bar{X} | Sd | Minimum | Maximum | Skewness |
|---|-----------|-------|---------|---------|----------|
| Instrumental Attitude_Student Oriented | 22,15 | 4,21 | 5,00 | 30,00 | -,919 |
| Instrumental Attitude_Teacher Oriented | 22,46 | 3,79 | 11,00 | 30,00 | -,394 |
| Controllability Scale | 15,30 | 4,35 | 4,00 | 24,00 | -,297 |
| Self-Efficacy Scale | 22,63 | 6,29 | 12,00 | 36,00 | -,126 |
| Intention Scale | 27,30 | 5,27 | 12,00 | 36,00 | -,290 |
| Behaviour Scale | 6,51 | 2,19 | 2,00 | 11,00 | ,094 |
| Total Score | 116,35 | 20,37 | 77,00 | 167,00 | -,257 |

TOTAL

When the descriptive statistics of the total scores of the related questionnaire are considered, mean score is 116,35. According to the results obtained, while the lowest score from the total score is 77, the highest score is 167. When the skewness values are considered, it can be said that these values are between -1 and +1; which means that their scores show normal distribution.

Instrumental Attitude_Student Oriented Scale

For Instrumental Attitude_Student Oriented sub-dimension scale, the mean score is 22,15. According to the results obtained, while the lowest score from the total score is 5,00, the highest score is 30,00. When the skewness values are considered, it can be said that these values are between -1 and +1; which means that their scores show normal distribution.

Instrumental Attitude_Teacher Oriented Scale

For Instrumental Attitude_Teacher Oriented sub-dimension scale, the mean score is 22,46. According to the results obtained, while the lowest score from the total score is 11,00, the highest score is 30,00. When the skewness values are considered, it can be said that these values are between -1 and +1; which means that their scores show normal distribution.

Controllability Scale

For Controllability sub-dimension scale, the mean score is 15,30. According to the results obtained, while the lowest score from the total score is 4,00, the highest score is 24,00. When the skewness values are considered, it can be said that these values are between -1 and +1; which means that their scores show normal distribution.

Self-Efficacy Scale

For Self-Efficacy sub-dimension scale, the mean score is 22,63. According to the results obtained, while the lowest score from the total score is 12,00, the highest score is 36,00. When the skewness values are considered, it can be said that these values are between -1 and +1; which means that their scores show normal distribution.

Intention Scale

For Intention sub-dimension scale, the mean score is 27,30. According to the results obtained, while the lowest score from the total score is 12,00, the highest score is 36,00. When the skewness values are considered, it can be said that these values are between -1 and +1; which means that their scores show normal distribution.

Behaviour Scale

For Behaviour sub-dimension scale, the mean score is 6,51 . According to the results obtained, while the lowest score from the total score is 2,00, the highest score is 11,00. When the skewness values are considered, it can be said that these values are between -1 and +1; which means that their scores show normal distribution.

4.2.2. Research Question 2 and Its Results:

Are there any significant differences among EFL Preparatory School Instructors' attitudes, intentions and practices about formative assessment?

Table 4.2: Mann-Whitney U Test Results of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale's Sub-Dimension Scores of EFL Instructors by Gender Variable

| Scale/Subscale | Gender | N | Mean Rank | Sum of Ranks | U | P |
|---|--------|----|-----------|--------------|---------|------|
| Total Score | Female | 85 | 91,21 | 7752,50 | 917,50 | ,000 |
| | Male | 59 | 45,55 | 2687,50 | | |
| Instrumental Attitude Scale (Student-Oriented) | Female | 85 | 88,14 | 7491,50 | 1178,50 | ,000 |
| | Male | 59 | 49,97 | 2948,50 | | |
| Instrumental Attitude Scale (Teacher-Oriented) | Female | 85 | 87,98 | 7478,00 | 1192,00 | ,000 |
| | Male | 59 | 50,20 | 2962,00 | | |
| Controllability Scale | Female | 85 | 79,31 | 6741,50 | 1928,50 | ,018 |
| | Male | 59 | 62,69 | 3698,50 | | |
| Self-Efficacy Scale | Female | 85 | 92,19 | 7836,50 | 833,50 | ,000 |
| | Male | 59 | 44,13 | 2603,50 | | |
| Intention Scale | Female | 85 | 90,18 | 7665,00 | 1005,00 | ,000 |
| | Male | 59 | 47,03 | 2775,00 | | |
| Behaviour Scale | Female | 85 | 90,91 | 7727,50 | 942,50 | ,000 |
| | Male | 59 | 45,97 | 2712,50 | | |

TOTAL:

Total scores of questionnaire were significantly affected by gender, ($U_{total}=917,50$, $p<0,05$, $r =0.54$). According to this, for total scores of Teachers' Conceptions and Practices of Formative Assessment Questionnaire, scores of female participants ($Mdn= 129,00$) is significantly higher than male participants. ($Mdn=93,00$). The calculated effect size ($r = 0,54$) for this difference is high.

Instrumental Attitude Scale (Student-Oriented)

For sub dimension named as Instrumental Attitude Scale (Student-Oriented), there are significant differences according to the gender ($U=1178,504$, $p<0,05$, $r =0,45$). According to this, Instrumental Attitude Scale (Student-Oriented) scores of female participants ($Mdn= 24,00$) is significantly higher than male participants ($Mdn=20,00$). The calculated effect size ($r = 0,45$) for this difference is medium.

Instrumental Attitude Scale (Teacher-Oriented)

For sub dimension named as Instrumental Attitude Scale (Teacher-Oriented), there are significant differences according to the gender ($U=1192,00$, $p<0,05$, $r =0,45$). According to this, Instrumental Attitude Scale (Student-Oriented) scores of female participants ($Mdn= 24,00$) is significantly higher than male participants ($Mdn=20,00$). The calculated effect size ($r = 0,45$) for this difference is medium.

Contrallability Scale

For sub dimension named as, there aren't significant differences according to the gender ($U=1928,50$, $p>0,05$, $r = 0,20$). According to this, Instrumental Attitude Scale (Student-Oriented) scores of female participants ($Mdn= 16,00$) isn't significantly higher than male participants ($Mdn=15,00$). The calculated effect size ($r =0,20$) for this difference is low.

Self-Efficacy Scale

For sub dimension named as Self-Efficacy Scale, there are significant differences according to the gender ($U=833,50$, $p<0,05$, $r =0,57$). According to this, Instrumental Attitude Scale (Student-Oriented) scores of female participants ($Mdn= 26,00$) is significantly higher than male participants ($Mdn=15,00$). The calculated effect size ($r = 0,57$) for this difference is high.

Intention Scale

For sub dimension named as, there are significantly differences according to the gender ($U=1005,00$, $p<0,05$, $r =0,51$). According to this, Instrumental Attitude Scale (Student-Oriented) scores of female participants ($Mdn= 30,00$) is significantly higher than male participants. ($Mdn=23,00$). The calculated effect size ($r = 0,51$) for this difference is high.

Behaviour Scale

For sub dimension named as Behaviour Scale, there are significant differences according to the gender ($U=942,50$, $p<0,05$, $r =0,54$). According to this, Instrumental Attitude Scale (Student-Oriented) scores of female participants ($Mdn= 8,00$) is significantly higher than male participants ($Mdn=4,00$). The calculated effect size ($r = 0,54$) for this difference is high.

Table 4.3: Kruskal Wallis Test Results of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale's Sub-Dimension Scores of EFL Instructors by Age Variable

| Scale/Subscale | Age | N | Mean Rank | Df | H | Sig. Difference |
|---|------------|----|-----------|----|--------|-----------------|
| Total Score | 22-25 | 11 | 100,91 | 2 | 52,55* | 1-3 2-3 |
| | 26-35 | 73 | 92,63 | | | |
| | 36 or more | 60 | 42,80 | | | |
| Instrumental Attitude_Student Oriented | 22-25 | 11 | 88,00 | 2 | 42,58* | 1-3 2-3 |
| | 26-35 | 73 | 92,09 | | | |
| | 36 or more | 60 | 45,83 | | | |
| InstrumentalAttitude_Teacher Oriented | 22-25 | 11 | 86,50 | 2 | 46,91* | 1-3 2-3 |
| | 26-35 | 73 | 93,37 | | | |
| | 36 or more | 60 | 44,54 | | | |
| Controllability Scale | 22-25 | 11 | 107,86 | 2 | 15,38* | 1-3 2-3 |
| | 26-35 | 73 | 78,05 | | | |
| | 36 or more | 60 | 59,27 | | | |
| Self-Efficacy Scale | 22-25 | 11 | 100,41 | 2 | 52,73* | 1-3 2-3 |
| | 26-35 | 73 | 92,72 | | | |
| | 36 or more | 60 | 42,78 | | | |
| Intention Scale | 22-25 | 11 | 79,00 | 2 | 39,78* | 2-3 |
| | 26-35 | 73 | 92,37 | | | |
| | 36 or more | 60 | 47,13 | | | |
| Behaviour Scale | 22-25 | 11 | 95,23 | 2 | 43,37* | 1-3 2-3 |
| | 26-35 | 73 | 91,65 | | | |
| | 36 or more | 60 | 45,03 | | | |

* $p<0,05$; 1: 22-25, 2: 26-35, 3: 36 or more

TOTAL:

Total scores of the recent questionnaire were significantly affected by age ($H_{(2)} = 52.55$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the participants were 22-25 and 26-35 years old. However, when the participants were 36 or more years old, total scores were significantly lower than the other 2 age groups. The participants in the age group of 36 or more ($Mdn=92,50$) have significantly lower scores than the ones who are 26-35 years old ($Mdn=129,00$), $z=6.857$, $p<.05$, $r=0.59$. Similarly, the participants in the age group of 36 or more have significantly lower scores than the ones who are 22-25 years old ($Mdn=130,00$), $z=4.249$, $p<.05$, $r=0.50$). Therefore, both comparisons yielded large effect sizes.

Instrumental Attitude Scale (Student-Oriented)

The scores of Instrumental Attitude (Student-Oriented) scale were significantly affected by age ($H_{(2)} = 42,58$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that the scores of Instrumental Attitude (Student-Oriented) scale were no different when the participants were 22-25 and 26-35 years old. However, when the participants were 36 or more years old, Instrumental Attitude (Student-Oriented) scores were significantly lower than the other 2 age groups. The participants in the age group of 36 or more ($Mdn=19,00$), have significantly lower scores than the ones who are 26-35 years old ($Mdn=24,00$), $z=6.397$, $p<.05$, $r=0.56$. The calculated effect size is high. Similarly, the participants in the age group of 36 or more have significantly lower scores than the ones who are 22-25 years old ($Mdn=24,00$), $z=3.10$, $p<.05$, $r=0.37$. The calculated effect size is medium.

Instrumental Attitude Scale (Teacher-Oriented)

The scores of Instrumental Attitude (Teacher-Oriented) scale were significantly affected by age ($H_{(2)} = 46,91$, $p < .05$). Pairwise comparisons were no different when the participants were 22-25 and 26-35 years old. However, when the participants were 36 or more years old, Instrumental Attitude (Teacher-Oriented) scale scores were significantly lower than the other 2 age groups. The participants in the age group of 36 or more ($Mdn=19,00$), have significantly lower scores than the ones who are 26-35 years old ($Mdn=25,00$), $z=6.75$, $p<.05$, $r=0.59$. The calculated effect size is high. Similarly, the participants in the age group of 36 or more have significantly

lower scores than the ones who are 22-25 years old. ($Mdn=24,00$), $z=3.08$, $p<.05$, $r=0.37$. The calculated effect size is medium.

Controllability Scale

The scores of Controllability scale were significantly affected by age ($H_{(2)} = 15,38$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that the scores of Controllability scale were no different when the participants were 22-25 and 26-35 years old. However, when the participants were 36 or more years old, ($Mdn=14,00$) Controllability scale scores were significantly lower than the other 2 age groups. The participants in the age group of 36 or more ($Mdn=14,00$), have significantly lower scores than the ones who are 26-35 years old. ($Mdn=17,00$), $z=2.60$, $p<.05$, $r=0.22$). The calculated effect size is low. Similarly, the participants in the age group of 36 or more have significantly lower scores than the ones who are 22-25 years old ($Mdn=20,00$), $z=3.57$, $p<.05$, $r=0.42$). The calculated effect size is medium.

Self-Efficacy Scale

The scores of Self-Efficacy scale were significantly affected by age ($H_{(2)} = 52,73$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that the scores of scale were no different when the participants were 22-25 and 26-35 years old. However, when the participants were 36 or more years old, Self-Efficacy scale scores were significantly lower than the other 2 age groups. The participants in the age group of 36 or more ($Mdn=15,00$), have significantly lower scores than the ones who are 26-35 years old ($Mdn=26,00$), $z=6,88$, $p<.05$, $r=0.60$) Similarly, the participants in the age group of 36 or more have significantly lower scores than the ones who are 22-25 years old ($Mdn=27,00$). ($z=4,22$, $p<.05$, $r=0.50$). Therefore, both comparisons yielded large effect sizes.

Intention Scale

The scores of Intention scale were significantly affected by age ($H_{(2)} = 39,78$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that the scores of scale were no different when the participants were 22-25 and 26-35 years old or 36+-22-25. However, when the participants in the age group of 36 or more ($Mdn=23,00$), have significantly lower scores than the ones who are 26-35 years old ($Mdn=30,00$), $z=6.28$, $p<.05$, $r=0.54$). The calculated effect size is high.

Behaviour Scale

The scores of Behaviour scale were significantly affected by age ($H_{(2)} = 43,37$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that the scores of Behaviour scale were no different when the participants were 22-25 and 26-35 years old. However, when the participants were 36 or more years old, Behaviour scale scores were significantly lower than the other 2 age groups. The participants in the age group of 36 or more ($Mdn=4,00$), have significantly lower scores than the ones who are 26-35 years old ($Mdn=7,00$), $z=6,60$, $p<.05$, $r=0.57$. The calculated effect size is high. Similarly, the participants in the age group of 36 or more have significantly lower scores than the ones who are 22-25 years old ($Mdn=8,00$), $z=3.78$, $p<.05$, $r=0.45$. The calculated effect size is medium.

Table 4.4: Kruskal Wallis Test Results of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale's Sub-Dimension Scores of EFL Instructors by Experience Variable

| Scale/Subscale | Experience | N | Mean Rank | Df | H | Sig. Difference |
|---|-------------|----|-----------|----|--------|-----------------|
| Total Score | 0-5 years | 24 | 94,65 | 3 | 65,76* | 3-4 |
| | 6-10 years | 52 | 94,31 | | | 2-4 |
| | 11-15 years | 14 | 93,86 | | | 1-4 |
| | 16+ | 54 | 36,12 | | | |
| | | | | | | |
| Instrumental Attitude_Student Oriented | 0-5 years | 24 | 96,48 | 3 | 58,24* | 2-4 |
| | 6-10 years | 52 | 89,52 | | | 1-4 |
| | 11-15 years | 14 | 98,71 | | | 4-3 |
| | 16+ | 54 | 38,66 | | | |
| | | | | | | |
| Instrumental Attitude_Teacher Oriented | 0-5 years | 24 | 88,98 | 3 | 57,65* | 1-4 |
| | 6-10 years | 52 | 94,77 | | | 3-4 |
| | 11-15 years | 14 | 91,96 | | | 2-4 |
| | 16+ | 54 | 38,69 | | | |
| | | | | | | |
| Controllability Scale | 0-5 years | 24 | 93,52 | 3 | 17,39* | 1-4 |
| | 6-10 years | 52 | 81,98 | | | 2-4 |
| | 11-15 years | 14 | 59,61 | | | |
| | 16+ | 54 | 57,37 | | | |
| | | | | | | |
| Self-Efficacy Scale | 0-5 years | 24 | 89,67 | 3 | 58,73* | 1-4 |
| | 6-10 years | 52 | 94,16 | | | 2-4 |
| | 11-15 years | 14 | 94,75 | | | 3-4 |
| | 16+ | 54 | 38,24 | | | |
| | | | | | | |

| | | | | | | |
|------------------------|-------------|----|-------|---|--------|-------------------|
| Intention Scale | 0-5 years | 24 | 82,67 | 3 | 52,54* | 1-4 2-4 3-4 |
| | 6-10 years | 52 | 94,78 | | | |
| | 11-15 years | 14 | 94,79 | | | |
| | 16+ | 54 | 40,75 | | | |
| Behaviour Scale | 0-5 years | 24 | 95,23 | 3 | 63,83* | 1-4 2-4 3-4 |
| | 6-10 years | 52 | 91,60 | | | |
| | 11-15 years | 14 | 96,64 | | | |
| | 16+ | 54 | 37,75 | | | |

* $p < 0.05$; 1: 0-5 years, 2: 6-10 years, 3: 11-15 years, 4: 16+

TOTAL:

Total scores were significantly affected by years of teaching experiences ($H_{(3)} = 65,76$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching experience of participants were 11-15 and 6-10 years; 11-15 and 0-5 years; 6-10 years and 0-5 years. However, when the teaching experiences of participants were 16 years or more total scores were significantly lower than the other 3 teaching experience groups. The participants having 16 years or more teaching experiences ($Mdn=92,00$) have significantly lower scores than the ones who have 0-5 teaching experiences ($Mdn=129,50$), $z=5,72$, $p < 0.05$, $r=0.65$. Similarly, the participants having 16 years or more teaching experiences ($Mdn=92,00$) have significantly lower scores than the ones who have 6-10 teaching experiences ($Mdn=129,50$), $z=7,18$, $p < 0.05$, $r=0.70$. Moreover, the participants having 16 years or more teaching experiences ($Mdn=92,00$) have significantly lower scores than the ones who have 11-15 teaching experiences ($Mdn=130,50$), $z=4,62$, $p < 0.05$, $r=0.56$. Therefore, all three comparisons yielded large effect sizes.

Instrumental Attitude Scale (Student-Oriented)

Total scores of Instrumental Attitude_Student Oriented Scale were significantly affected by years of teaching experiences ($H_{(3)} = 58,24$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching experience of participants were 11-15 and 6-10 years; 11-15 and 0-5 years; 6-10 years and 0-5 years. However, when the teaching experiences of participants were 16 years or more total scores were significantly lower than the other 3 teaching experience groups. The participants having 16 years

or more teaching experiences ($Mdn=19,00$) have significantly lower scores than the ones who have 0-5 teaching experiences ($Mdn=24,50$), $z=5,68$, $p<0.05$, $r=0.64$. Similarly, the participants having 16 years or more teaching experiences ($Mdn=19,00$) have significantly lower scores than the ones who have 6-10 teaching experiences ($Mdn=24,00$), $z=6,31$, $p<0.05$, $r=0.61$. Moreover, the participants having 16 years or more teaching experiences ($Mdn=19,00$) have significantly lower scores than the ones who have 11-15 teaching experiences ($Mdn=25,00$), $z=4,83$, $p<0.05$, $r=0.59$. Therefore, all three comparisons yielded large effect sizes.

Instrumental Attitude Scale (Teacher-Oriented)

Total scores of Instrumental Attitude_Teacher Oriented Scale were significantly affected by years of teaching experiences ($H_{(3)} = 57,65$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching experience of participants were 11-15 and 6-10 years; 11-15 and 0-5 years; 6-10 years and 0-5 years. However, when the teaching experiences of participants were 16 years or more total scores were significantly lower than the other 3 teaching experience groups. The participants having 16 years or more teaching experiences ($Mdn=19,00$) have significantly lower scores than the ones who have 0-5 teaching experiences ($Mdn=24,00$), $z=4,94$, $p<0.05$, $r=0.56$. Similarly, the participants having 16 years or more teaching experiences ($Mdn=19,00$) have significantly lower scores than the ones who have 6-10 teaching experiences ($Mdn=25,00$), $z=6,95$, $p<0.05$, $r=0.68$. Moreover, the participants having 16 years or more teaching experiences ($Mdn=19,00$) have significantly lower scores than the ones who have 11-15 teaching experiences ($Mdn=24,50$), $z=4,28$, $p<0.05$, $r=0.52$. Therefore, all three comparisons yielded large effect sizes.

Controllability Scale

Total scores of Controllability Scale were significantly affected by years of teaching experiences ($H_{(3)} = 17,39$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching experience of participants were 11-15 and 6-10 years; 11-15 and 0-5 years; 6-10 years and 0-5 years; 16 years+ and 11-15 years. The participants having 16 years or more teaching experiences ($Mdn=14,00$) have significantly lower scores than the ones who have 0-5 teaching experiences ($Mdn=19,00$), $z=3,55$, $p<0.05$, $r=0.40$. Similarly, the

participants having 16 years or more teaching experiences ($Mdn=14,00$) have significantly lower scores than the ones who have 6-10 teaching experiences ($Mdn=17,00$), $z=3,05$, $p<0.05$, $r=0.30$. Therefore, both comparisons yielded medium effect sizes.

Self-Efficacy Scale

Total scores of Self-Efficacy Scale were significantly affected by years of teaching experiences ($H_{(3)} = 58,73$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching experience of participants were 11-15 and 6-10 years; 11-15 and 0-5 years; 6-10 years and 0-5 years. However, when the teaching experiences of participants were 16 years or more total scores were significantly lower than the other 3 teaching experience groups. The participants having 16 years or more teaching experiences ($Mdn=15,00$) have significantly lower scores than the ones who have 0-5 teaching experiences ($Mdn=25,00$), $z=5,04$, $p<0.05$, $r=0.57$. Similarly, the participants having 16 years or more teaching experiences ($Mdn=15,00$) have significantly lower scores than the ones who have 6-10 teaching experiences ($Mdn=27,00$), $z=6,91$, $p<0.05$, $r=0.67$. Moreover, the participants having 16 years or more teaching experiences ($Mdn=15,00$) have significantly lower scores than the ones who have 11-15 teaching experiences ($Mdn=26,50$), $z=4,53$, $p<0.05$, $r=0.55$. Therefore, all three comparisons yielded large effect sizes.

Intention Scale

Total scores of Intention Scale were significantly affected by years of teaching experiences ($H_{(3)} = 52,54$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching experience of participants were 11-15 and 6-10 years; 11-15 and 0-5 years; 6-10 years and 0-5 years. However, when the teaching experiences of participants were 16 years or more total scores were significantly lower than the other 3 teaching experience groups. The participants having 16 years or more teaching experiences ($Mdn=22,00$) have significantly lower scores than the ones who have 0-5 teaching experiences ($Mdn=30,00$), $z=4.14$, $p<0.05$, $r=0.47$. Similarly, the participants having 16 years or more teaching experiences ($Mdn=22,00$) have significantly lower scores than the ones who have 6-10 teaching experiences ($Mdn=30,00$), $z=6,73$, $p<0.05$, $r=0.65$. Moreover, the participants having 16 years or more teaching experiences

(*Mdn*=22,00) have significantly lower scores than the ones who have 11-15 teaching experiences (*Mdn*=30,50), $z=4,36$, $p<0.05$, $r=0.53$. Therefore, all three comparisons yielded large effect sizes.

Behaviour Scale

Total scores of Behaviour Scale were significantly affected by years of teaching experiences ($H_{(3)} = 63,83$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching experience of participants were 11-15 and 6-10 years; 11-15 and 0-5 years; 6-10 years and 0-5 years. However, when the teaching experiences of participants were 16 years or more total scores were significantly lower than the other 3 teaching experience groups. The participants having 16 years or more teaching experiences (*Mdn*=4,00) have significantly lower scores than the ones who have 0-5 teaching experiences (*Mdn*=8,00), $z=5,78$, $p<0.05$, $r=0.65$. Similarly, the participants having 16 years or more teaching experiences (*Mdn*=4,00) have significantly lower scores than the ones who have 6-10 teaching experiences (*Mdn*=7,00), $z=6,84$, $p<0.05$, $r=0.66$. Moreover, the participants having 16 years or more teaching experiences (*Mdn*=4,0000) have significantly lower scores than the ones who have 11-15 teaching experiences (*Mdn*=8,00), $z=4,85$, $p<0.05$, $r=0.59$. Therefore, all three comparisons yielded large effect sizes.

Table 4.5: Mann-Whitney U Test Results of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale's Sub-Dimension Scores of EFL Instructors by Type of University Variable

| Scale/Subscale | Type of University | N | Mean Rank | Sum of Ranks | U | <i>p</i> |
|---|-----------------------|----|-----------|--------------|---------|----------|
| Total Score | Public University | 72 | 71,31 | 5134,50 | 2506,50 | ,733 |
| | Foundation University | 72 | 73,69 | 5305,50 | | |
| Instrumental Attitude Scale (Student-Oriented) | Public University | 72 | 75,69 | 5449,50 | 2362,50 | ,357 |
| | Foundation University | 72 | 69,31 | 4990,50 | | |

| | | | | | | |
|---|------------|----|-------|---------|---------|------|
| Instrumental Attitude Scale (Teacher-Oriented) | Public | 72 | 0,83 | 5099,50 | 2471,50 | ,629 |
| | University | | | | | |
| | Foundation | 72 | 74,17 | 5340,50 | 2554,50 | ,880 |
| | University | | | | | |
| Controllability Scale | Public | 72 | 65,75 | 4734,00 | 2106,00 | ,051 |
| | University | | | | | |
| | Foundation | 72 | 79,25 | 5706,00 | 2543,50 | ,846 |
| | University | | | | | |
| Self-Efficacy Scale | Public | 72 | 71,83 | 5171,50 | 2336,00 | ,292 |
| | University | | | | | |
| | Foundation | 72 | 73,17 | 5268,50 | 4964,00 | |
| | University | | | | | |
| Intention Scale | Public | 72 | 71,98 | 5182,50 | 2336,00 | ,292 |
| | University | | | | | |
| | Foundation | 72 | 73,02 | 5257,50 | 4964,00 | |
| | University | | | | | |
| Behaviour Scale | Public | 72 | 76,06 | 5476,00 | 2336,00 | ,292 |
| | University | | | | | |
| | Foundation | 72 | 68,94 | 4964,00 | 4964,00 | |
| | University | | | | | |

There aren't any significant differences between the instructors working in public or foundation universities. It means that according to this study whether working at public or foundation universities doesn't determine EFL Preparatory School instructors' attitudes, intentions and practices regarding Formative Assessment.

Table 4.6: Kruskal Wallis Test Results of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale's Sub-Dimension Scores of EFL Instructors by Field of BA Study Variable

| Scale/subscale | Field of BA Study | n | Mean Rank | df | H | Sig. Difference |
|--------------------------------------|---------------------------------|----|-----------|----|-------|-----------------|
| Total Score | English Language Teaching | 75 | 79,69 | 2 | 7,15* | 1-2 |
| | English Language and Literature | 49 | 59,62 | | | |
| | Other | 20 | 77,08 | | | |
| Instrumental Attitude Student | English Language | 75 | 78,49 | 2 | 6,82* | 1-2 |

| | | | | | | |
|---|---------------------------------|----|-------|---|-------|-----|
| Oriented | Teaching | | | | | |
| | English Language and Literature | 49 | 59,97 | | | |
| | Other | 20 | 80,73 | | | |
| Instrumental Attitude_Teacher Oriented | English Language Teaching | 75 | 80,11 | | | |
| | English Language and Literature | 49 | 61,04 | 2 | 6,25* | 1-2 |
| | Other | 20 | 72,05 | | | |
| Controllability Scale | English Language Teaching | 75 | 75,84 | | | |
| | English Language and Literature | 49 | 67,13 | 2 | 1,31 | - |
| | Other | 20 | 73,13 | | | |
| Self-Efficacy Scale | English Language Teaching | 75 | 78,59 | | | |
| | English Language and Literature | 49 | 62,59 | 2 | 4,40 | - |
| | Other | 20 | 73,95 | | | |
| Intention Scale | English Language Teaching | 75 | 80,62 | | | |
| | English Language and Literature | 49 | 57,93 | 2 | 9,32* | 1-2 |
| | Other | 20 | 77,75 | | | |
| Behaviour Scale | English Language Teaching | 75 | 80,33 | | | |
| | English Language and Literature | 49 | 58,17 | 2 | 9,33* | 1-2 |
| | Other | 20 | 78,25 | | | |

* $p < 0.05$; 1: English Language Teaching, 2: English Language and Literature, 3: Other

TOTAL:

Total scores of the questionnaire were significantly affected by the participants' field of BA study ($H_{(2)} = 7,15$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that there are significant differences only between English Language Teaching and English Language and Literature. The participants whose BA study is English Language Teaching ($Mdn=125,00$) have significantly higher scores than the ones whose BA study is English Language and Literature ($Mdn=107,00$), $z=2,62$, $p < .05$, $r=0.24$. The calculated effect size is low.

Instrumental Attitude Scale (Student-Oriented)

Total scores of Instrumental Attitude Student Oriented Scale were significantly affected by the participants' field of BA study ($H_{(2)} = 6,82$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that there are significant differences only between English Language Teaching and English Language and Literature. The participants whose BA study is English Language Teaching ($Mdn=24,00$) have significantly higher scores than the ones whose BA study is English Language and Literature ($Mdn=22,00$), $z=2,43$, $p < .05$, $r=0.22$. The calculated effect size is low.

Instrumental Attitude Scale (Teacher-Oriented)

Total scores of Instrumental Attitude Scale (Teacher Oriented) were significantly affected by the participants' field of BA study ($H_{(2)} = 9,33$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that there are significant differences only between English Language Teaching and English Language and Literature. The participants whose BA study is English Language Teaching ($Mdn=24,00$) have significantly higher scores than the ones whose BA study is English Language and Literature ($Mdn=24,00$), $z=2,50$, $p < .05$, $r=0.22$). The calculated effect size is low.

Intention Scale

Total scores of Intention Scale were significantly affected by the participants' field of BA study ($H_{(2)} = 9,32$, $p < .05$). Pairwise comparisons were used to follow up this

finding. It appeared that there are significant difference only between English Language Teaching and English Language and Literature. The participants whose BA study is English Language Teaching ($Mdn=30,00$) have significantly higher scores than the ones whose BA study is English Language and Literature ($Mdn=24,00$), $z=2,99$, $p<.05$, $r=0.27$. The calculated effect size is low.

Behaviour Scale

Total scores of Behaviour Scale were significantly affected by the participants' field of BA study ($H_{(2)} = 9,32$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that there are significant difference only between English Language Teaching and English Language and Literature. The participants whose BA study is English Language Teaching ($Mdn=7,00$) have significantly higher scores than the ones whose BA study is English Language and Literature ($Mdn=4,00$), $z=2,98$, $p<.05$, $r=0.27$). The calculated effect size is low.

Table 4.7: Kruskal Wallis Test Results of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale's Sub-Dimension Scores of EFL Instructors by Professional Development Activities Variable

| Scale/Subscale | Group | N | Mean Rank | df | H | Sig. Difference |
|---|-------|----|-----------|----|--------|-----------------|
| Total Score | Never | 47 | 29,13 | 2 | 76,53* | 1-2 1-3 |
| | 1-5 | 77 | 91,30 | | | |
| | 6+ | 20 | 102,05 | | | |
| Instrumental Attitude_Student Oriented | Never | 47 | 34,66 | 2 | 58,19* | 1-2 1-3 |
| | 1-5 | 77 | 91,79 | | | |
| | 6+ | 20 | 87,18 | | | |
| Instrumental Attitude_Teacher Oriented | Never | 47 | 31,56 | 2 | 68,32* | 1-2 1-3 |
| | 1-5 | 77 | 90,84 | | | |
| | 6+ | 20 | 98,08 | | | |
| Controllability Scale | Never | 47 | 53,66 | 2 | 14,68* | 1-2 |
| | 1-5 | 77 | 82,81 | | | |
| | 6+ | 20 | 77,08 | | | |
| Self-Efficacy Scale | Never | 47 | 30,17 | 2 | 74,25* | 1-2 1-3 |
| | 1-5 | 77 | 89,87 | | | |
| | 6+ | 20 | 105,10 | | | |
| Intention Scale | Never | 47 | 33,35 | 2 | 67,94* | 1-2 1-3 |
| | 1-5 | 77 | 86,55 | | | |
| | 6+ | 20 | 110,40 | | | |
| Behaviour Scale | Never | 47 | 35,44 | | | |

| | | | | | | |
|--|-----|----|--------|---|--------|-----|
| | 1-5 | 77 | 87,82 | 2 | 60,00* | 1-2 |
| | 6+ | 20 | 100,63 | | | 1-3 |

* $p < 0.05$; 1: Never, 2: 1-5, 3: 6+

TOTAL:

Total scores were significantly affected by professional activity numbers the participants attend each year ($H_{(2)} = 76,53$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when by professional activity numbers the participants attend each year are between 1-5 and 6+. However, when professional activities participants attend each year is zero which means “never”, total scores were significantly lower than the other 2 groups. When professional activities the participants attend each year is zero “never” ($Mdn=92,00$), they have significantly lower scores than the ones who attend 1-5 activities per year ($Mdn=130,00$), $z=8.05$, $p < .05$, $r=0.72$. Similarly, If the number of professional activities the participants attend each year is zero “never”, they have significantly lower scores than the ones who attend more than 6 activities ($Mdn=130,50$, $z=6.55$, $p < .05$, $r=0.80$). Therefore, both comparisons yielded very large effect sizes.

Instrumental Attitude Scale (Student-Oriented)

Total scores of Instrumental Attitude Scale (Student Oriented) were significantly affected by the number of professional activities the participants attended each year ($H_{(2)} = 58,19$, $p < .05$). Pairwise comparisons were used to follow up this finding. There was no difference between the participants who attended between 1-5 and 6+ professional activities yearly. However, when the number of the professional activity of the participants is zero / “never”, total scores were significantly lower than the other 2 groups. The number of professional activities attended by the participants is zero / “never” ($Mdn=18,00$), they have significantly lower scores than the ones who attend 1-5 activities ($Mdn=24,00$), $z=7,44$, $p < .05$, $r=0.67$. Similarly, when the number of professional activity attendance is zero / “never” for participants yearly, they have significantly lower scores than the ones who attend more than 6 activities ($Mdn=24,00$), $z=4,74$, $p < .05$, $r=0.58$. Therefore, both comparisons yielded large effect sizes.

Instrumental Attitude Scale (Teacher-Oriented)

Total scores of Instrumental Attitude Scale (Teacher Oriented) were significantly affected by the number of professional activities participants attend each year ($H_{(2)} = 68,3$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of professional activities the participants attended each year was between 1-5 and 6+. However, when the number of professional activities the participants attend each year is zero / “never”, total scores were significantly lower than the other 2 groups. When the number of professional activities the participants attend each year is zero “never” ($Mdn=19,00$), they have significantly lower scores than the ones who attend 1-5 activities ($Mdn=24,00$), $z=7,71$, $p<.05$, $r=0.69$. Similarly, when the number of professional activities the participants attend each year is zero “never”, they have significantly lower scores than the ones who attend more than 6 activities ($Mdn=25,00$), $z=6,00$, $p<.05$, $r=0.73$. Therefore, both comparisons yielded very large effect sizes.

Controllability Scale

Total scores of Controllability Scale were significantly affected by the number of professional activities the participants attend each year ($H_{(2)} = 14,68$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that there are significant differences only if the activities were between zero/Never and 1-5 activities. When the number of professional activities the participants attend each year is zero “never” ($Mdn=14,00$), they have significantly lower scores than the ones who attend 1-5 activities ($Mdn=17,00$), $z=3,79$, $p<.05$, $r=0.34$. The calculated effect size is medium.

Self-Efficacy Scale

Total scores of Self-Efficacy Scale were significantly affected by the number of professional activities the participants attend each year ($H_{(2)} = 74,25$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when by the number of professional activities the participants attend each year were between 1-5 and 6+. However, when the number of professional activities the participants attends each year is zero /“never”, total scores were significantly lower than the other 2 groups. The number of professional activities the participants attend each year is zero/“never” ($Mdn=15,00$), they have

significantly lower scores than the ones who attend 1-5 activities ($Mdn=26,00$), $z=7,75$, $p<.05$, $r=0.69$. Similarly, The number of professional activities the participants attend each year is zero / “never”, have significantly lower scores than the ones who attend more than 6 activities ($Mdn= 29,00,z=6,74$, $p<.05$, $r=0.82$. Therefore, both comparisons yielded very large effect sizes.

Intention Scale

Total scores of Intention Scale were significantly affected by the number of professional activities the participants attend each year ($H_{(2)} = 67,938$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of professional activities the participants attend each year is between 1-5 and 6+. However, when the number of professional activities the participants attend each year is zero / “never”, total scores were significantly lower than the other 2 groups. Professional activities the participants attend each year is zero/ “never” ($Mdn=22,00$), they have significantly lower scores than the ones who attend 1-5 activities ($Mdn=30,00$), $z=6,96$, $p<.05$, $r=0.63$. Similarly, the number of professional activities the participants attend each year is zero /“never”, have significantly lower scores than the ones who attend more than 6 activities ($Mdn=31,50$), $z=6,99$, $p<.05$, $r=0.85$. Therefore, both comparisons yielded very large effect sizes.

Behaviour Scale

Total scores of Behaviour Scale were significantly affected by the number of professional activities the participants attend each year ($H_{(2)} = 60,00$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of professional activities the participants attend each year is between 1-5 and 6+. However, when the number of professional activities the participants attend each year is zero “never”, total scores were significantly lower than the other 2 groups. The number of professional activities the participants attend each year is zero “never” ($Mdn=4,00$), they have significantly lower scores than the ones who attend 1-5 activities ($Mdn=7,00$), $z=6,986$, $p<.05$, $r=0.63$. Similarly, the number of professional activities the participants attend each year is zero “never”, have significantly lower scores than the ones who attend more than 6 activities ($Mdn=8,50$), ($z=6,03$, $p<.05$, $r=0.74$. Therefore, both comparisons yielded very large effect sizes.

Table 4.8: Kruskal Wallis Test Results of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale's Sub-Dimension Scores of EFL Instructors by Teaching Hours Activities Variable

| Scale/Subscale | Group | n | Mean Rank | Df | H | Sig. Difference |
|---|--------------------|----|-----------|----|--------|-----------------|
| Total Score | 0-14 hours | 26 | 97,33 | 2 | 53,83* | 1-3 2-3 |
| | 15-24 hours | 66 | 89,27 | | | |
| | More than 24 hours | 52 | 38,81 | | | |
| Instrumental Attitude_Student Oriented | 0-14 hours | 26 | 81,96 | 2 | 43,36* | 1-3 2-3 |
| | 15-24 hours | 66 | 92,32 | | | |
| | More than 24 hours | 52 | 42,62 | | | |
| Instrumental Attitude_Teacher Oriented | 0-14 hours | 26 | 97,75 | 2 | 52,97* | 1-3 2-3 |
| | 15-24 hours | 66 | 88,72 | | | |
| | More than 24 hours | 52 | 39,29 | | | |
| Controllability Scale | 0-14 hours | 26 | 89,79 | 2 | 9,18* | 1-3 |
| | 15-24 hours | 66 | 75,20 | | | |
| | More than 24 hours | 52 | 60,43 | | | |
| Self-Efficacy Scale | 0-14 hours | 26 | 103,02 | 2 | 55,78* | 1-3 2-3 |
| | 15-24 hours | 66 | 86,95 | | | |
| | More than 24 hours | 52 | 38,90 | | | |
| Intention Scale | 0-14 hours | 26 | 99,81 | 2 | 49,26* | 1-3 2-3 |
| | 15-24 hours | 66 | 86,57 | | | |
| | More than 24 hours | 52 | 40,99 | | | |
| Behaviour Scale | 0-14 hours | 26 | 84,40 | 2 | 35,70* | 1-3 2-3 |
| | 15-24 hours | 66 | 88,88 | | | |
| | More than 24 hours | 52 | 45,76 | | | |

* $p < 0.05$; 1: 0-14 hours , 2: 15-24 hours, 3: More than 24 hours

TOTAL:

Total scores of the recent questionnaire were significantly affected by teaching hours ($H_{(2)} = 53,83$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching hours of instructors 15-24 hours and 0-14 hours. However, when the teaching hours of instructors were more than 24 hours, total scores were significantly lower than the other 2 groups. The participants having more than 24 hours ($Mdn=92,00$) have significantly lower scores than the ones who have 0-14 hours ($Mdn=129,00$), $z=5,84$ $p < .05$, $r=0.60$. Similarly, the participants having more than 24 hours, have significantly lower scores than the ones who have 15-24 hours ($Mdn=129,00$), $z=6.53$, $p < .05$, $r=0.66$. Therefore, both comparisons yielded very large effect sizes.

Instrumental Attitude Scale (Student-Oriented)

Total scores of Instrumental Attitude Scales (Student-Oriented) were significantly affected by teaching hours ($H_{(2)} = 43,36$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching hours of instructors 15-24 hours and 0-14 hours. However, when the teaching hours of instructors were more than 24 hours, total scores were significantly lower than the other 2 groups. The participants having more than 24 hours ($Mdn=19,00$) have significantly lower scores than the ones who have 0-14 hours ($Mdn=24,0000$), $z=3.95$, $p < .05$, $r=0.45$. Similarly, the participants having more than 24 hours, have significantly lower scores than the ones who have 15-24 hours ($Mdn=24,00$), $z=6.46$, $p < .05$, $r=0.59$). Therefore, both comparisons yielded large effect sizes.

Instrumental Attitude Scale (Teacher-Oriented)

Total scores of Instrumental Attitude Scale (Teacher-Oriented) were significantly affected by teaching hours ($H_{(2)} = 52,97$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching hours of instructors 15-24 hours and 0-14 hours. However, when the teaching hours of instructors were more than 24 hours, total scores were significantly lower than the other 2 groups. The participants having more than 24 hours ($Mdn=19,00$) have significantly lower scores than the ones who have 0-14 hours

(*Mdn*= 24,50), $z=5,86$, $p<.05$, $r=0.66$. Similarly, the participants having more than 24 hours, have significantly lower scores than the ones who have 15-24 hours (*Mdn*=24,00), $z=6.42$, $p<.05$, $r=0.59$. Therefore, both comparisons yielded large effect sizes.

Controllability Scale

Total scores of Controllability Scale were significantly affected by teaching hours ($H_{(2)} = 9,182$ $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that there were significant differences only when the teaching hours of instructors between more than 24 hours vs 0-14 hours. The participants having more than 24 hours (*Mdn*=14,00) have significantly lower scores than the ones who have 0-14 hours (*Mdn*=17,00), $z=2,94$, $p<.05$, $r=0.33$. The calculated effect size is medium.

Self-Efficacy Scale

Total scores of Self-Efficacy Scale were significantly affected by teaching hours ($H_{(2)} = 55,78$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching hours of instructors 15-24 hours and 0-14 hours. However, when the teaching hours of instructors were more than 24 hours, total scores were significantly lower than the other 2 groups. The participants having more than 24 hours (*Mdn*=15,00) have significantly lower scores than the ones who have 0-14 hour, $z=6,41$, $p<.05$, $r=0.73$. Similarly, the participants having more than 24 hours, have significantly lower scores than the ones who have 15-24 hours (*Mdn*=25,00), $z=6.223$, $p<.05$, $r=0.57$. Therefore, both comparisons yielded large effect sizes.

Intention Scale

Total scores of Intention Scale were significantly affected by teaching hours ($H_{(2)} = 49,26$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching hours of instructors 15-24 hours and 0-14 hours. However, when the teaching hours of instructors were more than 24 hours, total scores were significantly lower than the other 2 groups. The participants having more than 24 hours (*Mdn*=23,00) have significantly lower scores than the ones who have 0-14 hours (*Mdn*=30,00), $z=5,93$, $p<.05$, $r=0.67$. Similarly, the participants having more than 24 hours, have significantly lower scores

than the ones who have 15-24 hours ($Mdn=30,00$), $z=5,95$, $p<.05$, $r=0.55$. Therefore, both comparisons yielded large effect sizes.

Behaviour Scale

Total scores of Behaviour Scale were significantly affected by teaching hours ($H_{(2)} = 35,70$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the teaching hours of instructors 15-24 hours and 0-14 hours. However, when the teaching hours of instructors were more than 24 hours, total scores were significantly lower than the other 2 groups. The participants having more than 24 hours ($Mdn=4,00$) have significantly lower scores than the ones who have 0-14 hours ($Mdn=7,00$), $z=3,972$, $p<.05$, $r=0.45$. Similarly, the participants having more than 24 hours, have significantly lower scores than the ones who have 15-24 hours ($Mdn= 7,50$), $z=5,74$, $p<.05$, $r=0.53$. Therefore, both comparisons yielded medium effect sizes.

Table 4.9: Kruskal Wallis Test Results of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale's Sub-Dimension Scores of EFL Instructors by Number of Students Variable

| Scale/Subscale | Group | n | Mean Rank | df | H | Sig. Difference |
|--|--------------|----|-----------|----|--------|-----------------|
| Total Score | 0-20 | 26 | 92,12 | 2 | 27,21* | 1-3 2-3 |
| | 21-30 | 76 | 81,00 | | | |
| | More than 30 | 42 | 44,98 | | | |
| Instrumental Attitude_Student Oriented | 0-20 | 26 | 91,02 | 2 | 27,98* | 1-3 2-3 |
| | 21-30 | 76 | 81,64 | | | |
| | More than 30 | 42 | 44,50 | | | |
| Instrumental Attitude_Teacher Oriented | 0-20 | 26 | 92,63 | 2 | 25,02* | 1-3 2-3 |
| | 21-30 | 76 | 79,97 | | | |
| | More than 30 | 42 | 46,52 | | | |
| Controllability Scale | 0-20 | 26 | 81,29 | 2 | 7,338* | 2-3 |
| | 21-30 | 76 | 77,47 | | | |
| | More than 30 | 42 | 58,06 | | | |
| Self-Efficacy Scale | 0-20 | 26 | 91,65 | 2 | 29,60* | 1-3 2-3 |
| | 21-30 | 76 | 81,91 | | | |
| | More than 30 | 42 | 43,62 | | | |

| | | | | | | |
|------------------------|--------------|----|-------|---|--------|------------|
| Intention Scale | 0-20 | 26 | 87,15 | 2 | 15,01* | 1-3 2-3 |
| | 21-30 | 76 | 78,66 | | | |
| | More than 30 | 42 | 52,29 | | | |
| Behaviour Scale | 0-20 | 26 | 81,12 | 2 | 23,26* | 1-3 2-3 |
| | 21-30 | 76 | 83,55 | | | |
| | More than 30 | 42 | 47,17 | | | |

* $p < 0.05$; 1: 0-20 students, 2: 21-30 students, 3: More than 30 students

TOTAL:

Total scores of associated questionnaire were significantly affected by number of students ($H_{(2)} = 27,21$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of students of instructors 0-20 students and 21-30 students. However, when the number of students in the classes were more than 30, total scores were significantly lower than the other 2 groups. The participants having more than 30 students in their classrooms ($Mdn=92,50$) have significantly lower scores than the ones who have 0-20 students ($Mdn=130,00$), $z=4.53$, $p < .05$, $r=0.55$. Similarly, the participants having more than 30 students ($Mdn=92,50$) have significantly lower scores than the ones who have 21-30 students ($Mdn=126,00$), $z=4.49$, $p < .05$, $r=0.41$. Therefore, both comparisons yielded large effect sizes.

Instrumental Attitude Scale (Student-Oriented)

Total scores of Instrumental Attitude Scale (Student-Oriented) were significantly affected by number of students ($H_{(2)} = 27,98$, $p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of students of instructors 0-20 students and 21-30 students. However, when the number of students in the classes were more than 30, total scores were significantly lower than the other 2 groups. The participants having more than 30 students in their classrooms ($Mdn=19,00$) have significantly lower scores than the ones who have 0-20 students ($Mdn=24,00$), $z=4.49$, $p < .05$, $r=0.54$). Similarly, the participants having more than 30 students, have significantly lower scores than the ones who have 21-30 students ($Mdn=24,00$), $z=4.65$, $p < .05$, $r=0.43$. Therefore, both comparisons yielded large effect sizes.

Instrumental Attitude Scale (Teacher-Oriented)

Total scores of Instrumental Attitude Scale (Teacher-Oriented) were significantly affected by number of students ($H_{(2)} = 25,02, p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of students of instructors was between 0-20 students and 21-30. However, when the number of students in the classes were more than 30, total scores were significantly lower than the other 2 groups. The participants having more than 30 students in their classrooms ($Mdn=19,50$) have significantly lower scores than the ones who have 0-20 students ($Mdn=24,00$), $z=4.45, p<.05, r=0.54$. The calculated effect size is high. Similarly, the participants having more than 30 students in their classes have significantly lower scores than the ones who have 21-30 students ($Mdn=24,00, z=4.19, p<.05, r=0.39$). The calculated effect size is medium.

Controllability Scale

Total scores of Controllability Scale were significantly affected by the number of students ($H_{(2)} = 7,338p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that there were significant differences only when the instructors having more than 30 students and 21-30 students in the classroom. The participants having more than 30 students in their classes ($Mdn=14,00$), have significantly lower scores than the ones who have 21-30 students ($Mdn=16,00$), $z=2.43, p<.05, r=0.21$). The calculated effect size is low.

Self-Efficacy Scale

Total scores of Self-efficacy Scale were significantly affected by number of students ($H_{(2)} = 29,60, p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of students instructors had were between 0-20 students and 21-30 students. However, when the number of students in the classes were more than 30, total scores were significantly lower than the other 2 groups. The participants having more than 30 students in their classrooms ($Mdn=15,00$), have significantly lower scores than the ones who have 0-20 students ($Mdn=26,50$), $z=4.62, p<.05, r=0.56$). Similarly, the participants having more than 30 students, have significantly lower scores than the ones who have 21-30 students ($Mdn=25,00$), $z=4.78, p<.05, r=0.44$). Therefore, both comparisons yielded large effect sizes.

Intention Scale

Total scores of Intention Scale were significantly affected by number of students ($H_{(2)} = 15,01, p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of students of instructors 0-20 students and 21-30 students. However, when the number of students in the classes were more than 30, total scores were significantly lower than the other 2 groups. The participants having more than 30 students in their classrooms ($Mdn=24,00$) have significantly lower scores than the ones who have 0-20 students ($Mdn=30,00$), $z=3.38, p<.05, r=0.41$. Similarly, the participants having more than 30 students, have significantly lower scores than the ones who have 21-30 students ($Mdn=30,00$), $z=3.32, p<.05, r=0.31$). Therefore, both comparisons yielded medium effect sizes.

Behaviour Scale

Total scores of Behaviour Scale were significantly affected by number of students ($H_{(2)} = 23,26, p < .05$). Pairwise comparisons were used to follow up this finding. It appeared that total scores were no different when the number of students of instructors 0-20 students and 21-30 students. However, when the number of students in the classes were more than 30, total scores were significantly lower than the other 2 groups. The participants having more than 30 students in their classrooms ($Mdn=4,00$) have significantly lower scores than the ones who have 0-20 students ($Mdn=7,00$), $z=3.36, p<.05, r=0.41$. Similarly, the participants having more than 30 students, have significantly lower scores than the ones who have 21-30 students ($Mdn=7,00$), $z=4.67, p<.05, r=0.43$. Therefore, both comparisons yielded medium effect sizes.

4.2.3. Research Question 3 and Its Results:

Are there any correlations among the sub dimensions of the questionnaire used for the study? If yes, how?

Table 4.10: Correlation coefficients calculated between the scores of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale and its subscales

| | Total | Instrumental Attitude_Student Oriented Scale | Instrumental Attitude_Teacher Oriented Scale | Controllability Scale | Self-Efficacy Scale | Intention Scale | Behaviour Scale |
|---|-------|--|--|-----------------------|---------------------|-----------------|-----------------|
| Total | 1 | | | | | | |
| Instrumental Attitude_Student Oriented Scale | ,73** | 1 | | | | | |
| Instrumental Attitude_Teacher Oriented Scale | ,84** | ,67** | 1 | | | | |
| Controllability Scale | ,59** | ,30** | ,43** | 1 | | | |
| Self-Efficacy Scale | ,86** | ,46** | ,59** | ,39** | 1 | | |
| Intention Scale | ,85** | ,54** | ,70** | ,31** | ,70** | 1 | |
| Behaviour Scale | ,77** | ,49** | ,57** | ,33** | ,76** | ,59** | 1 |

*p<0,05; **p<0,01; $r = 0,00-0,30$ low, $0,30-0,70$ medium, $0,70-1,00$ high

When the above table is analyzed, it is seen that there is a meaningful relationship between the scores of Teachers' Conceptions and Practices of Formative Assessment Questionnaire Scale and its sub-dimensions. And also all sub dimensions are meaningfully related to each other. There is a moderately significant positive relationship between Instrumental Attitude_Student Oriented sub dimension Scale and other all subscales. It means that as Instrumental Attitude_Student Oriented sub dimension Scale score increases, the scores obtained from other all subscales increase. Except some sub dimensions, there are moderately significant positive

relationship between them. However, for some of them, the correlation is very high. For example, between Self-efficacy and Behaviour sub dimensions the correlation is very high and positive ($r = 0,76$, $p < 0,01$). Another high and positive correlation is between Intention and Instrumental Attitude_Teacher Oriented ($r = 0,70$, $p < 0,01$). Lastly, the correlation between Self-efficacy and Intention Scale is high and positive ($r = 0,70$, $p < 0,01$).



CHAPTER 5 DISCUSSION

5.1 Overview

The objective of this research is to investigate the attitudes, intentions and self-reported practice behaviors of EFL Preparatory School Instructors about the implementation of formative assessment in their teaching and assessment. The other objective of this study is to find out whether there are any significant differences among EFL Preparatory School Instructors' attitudes, intentions and practices about FA according to the variables of gender, age, type of university, field of BA study, teaching experience, professional development, and working conditions of teachers. Lastly, the researcher has investigated if there are any correlations among the sub dimensions of the scale and what kind of relationship there is. In order to find answers to these questions, quantitative data has been collected from 144 EFL Preparatory school teachers and the results are analyzed. This chapter discusses these results in connection to the literature to interpret and understand the results more comprehensively.

5.2 Discussion on the Results of Research Question 1:

For the Research Question 1, descriptive statistics were utilized to demonstrate the relation of the data to participants' attitudes, intentions and self-reported behaviours regarding FA without focusing on any independent variables which were included in the 1st part of the questionnaire. According to the statistical results of the research, almost all the instructors of the study believed that FA is significant for student improvement. They have positive attitudes, thoughts, and intentions towards FA. Although the results showed that some instructors expressed their doubts about applying formative assessment in their teaching practices, still most of them mentioned they were using FA practices in their classrooms.

Similarly, the results of the study carried out by Sach (2011) showed that almost all teachers participating in the study believe that it is important to use formative assessment to enhance student learning. In addition to this, Karim (2015) conducted a study with ESL instructors to find out what the instructors believe and how they

perceive FA as an assessment tool. The results of his study support the findings of the present study. Most teachers are in favour of FA and have positive attitudes to this assessment type, but at the same time they assert that the application of FA is a challenging issue for them. Moreover, Yau (2004) advocates that numerous instructors still cannot differentiate the formative and summative evaluation. Instructors are assuming some obviously summative exercises to be FA practice. The researcher noticed that these misinterpretations can negatively affect their teaching practices despite their favourable attitudes and perceptions towards FA.

Ounis (2017) has carried out another study which also has similar results to the recent research. The findings of the study have revealed that most instructors are aware of the importance of FA in student achievement and have positive perceptions and attitudes regarding FA use in the classes. Young and Jackman (2014) have reached more or less the same findings in their studies which were carried out with 252 teachers working in lower secondary schools. Likewise, the results of the present study revealed that the participants of the study had affirmative perceptions, attitudes and intentions about FA.

When different studies and research literature are examined, it is clear that almost all instructors have positive attitudes, perceptions and intentions about importance of formative assessment for enhancing student achievement and creating more meaningful learning and assessment process. They also assert in their self-reported behaviours that they are likely to practice and integrate this type of assessment in their teaching and assessment processes. However, some previous studies and the present study revealed that there are some independent variables and they have significant influences on the attitudes, intentions and self-reported behaviours regarding formative assessment. Thus, the roles of these independent variables in instructors' decisions about FA use in their classes are discussed in the next part in a detailed way.

5.3 Discussion on the Results of Research Question 2:

The second research question of the study tried to find out whether the attitudes, intentions and self-reported practice behaviors of EFL Preparatory School Instructors about the implementation of formative assessment show any significant differences in relation to their demographic backgrounds. In this part, 8 different independent

variables and several sub-dimensions were investigated. The results showed that except one independent variable, which is the type of university, all other participant features significantly affected total scores and sub-dimension scores of the questionnaire used for the sake of this study

5.3.1 Discussion of Gender Variable:

The total scores indicate that EFL female instructors have more positive attitudes, intentions and self-reported practice behaviors regarding formative assessment. The difference between two genders is high. When 6 sub-dimensions of this questionnaire were analyzed, the scores of female participants are significantly higher than male participants in each sub-dimension. When the calculated effect size was taken into account, which means that how much difference occurs between these two genders, it is seen that it is in line with the sub-dimensions. For example, in Instrumental Attitude_Student Oriented and Instrumental Attitude_Teacher Oriented Scale the difference is medium. Thus, it can be said that even though it seems that females have more positive attitudes towards FA than the males, these differences are not very high for all dimensions. For Controllability Scale the difference is quite low. When the items under the Controllability scale are identified, this result is not surprising. In most of the preparatory schools, instructors have no or little control over the materials, curriculum, and assessment type, so it is hard to expect differences in terms of agency between two genders. For other three sub-dimensions named as Self-Efficacy, Intention and Behaviour Scales, the scores of females are more prominent than males and the calculated effect size is quite high compared to other sub-dimensions. It can be concluded that females are more enthusiastic, competent and able to put theory into practice by implementing formative assessment in their teaching practices.

A recent study by Ounis (2017) and Alotaibi (2019) investigated the effect of gender on FA preferences in classrooms and the results of the study show similarity to this study. Results of these studies revealed that female participants have more positive attitudes, and perceptions than the males about FA use. However, the findings of one study conducted by Torkildsen and Erickson (2016) demonstrated that the perceptions of instructors of FA use do not show any differences according to the gender. Thus, they claimed that gender is not a significant variable for this type of

assessment. Different studies have found different results about FA perceptions of the gender.

5.3.2 Discussion of Age Variable:

According to the results, the total scores of the participants who were 36 or older were significantly lower than the other two age groups (22-25 years old and 26-35 years old). However, the attitudes, intentions and self-reported practice behaviors of participants who were 22-25 and 26-35 years old regarding formative assessment did not show any significant differences. The participants at 36 and more have fewer positive attitudes, intentions and self-reported practice behaviors than 22-25 years old and 26-35 years old. And this difference among these groups is pretty large. These differences are mostly medium or high. Only in Controllability Scale, the difference is quite low between two age groups. The participants in the age group of 36 or more have fewer positive attitudes, intentions and self-reported practice behaviors than the ones who are 26-35 years old. However, in general, the results of the questionnaire showed that the younger EFL Preparatory School instructors have more positive intentions, self-reported practice behaviors and attitudes towards regarding FA. Similarly, the results of a study conducted by Torkildsen and Erickson (2016) revealed that while more youthful instructors prefer to utilize FA in general, few elderly or experienced instructors are in favour of integration of FA into their teaching and evaluation processes. However, in a study carried out by Alotaibi (2019), elder instructors have more positive attitudes and perceptions towards FA than younger instructors.

5.3.3 Discussion of Experience Variable:

According to the results, the participants whose teaching experiences were 16 years or more have less positive attitudes, intentions and self-reported practice behaviors than the other 3 groups with fewer years of teaching experience (0-5, 6-10 and 11-15) regarding formative assessment. When the calculated effect size was taken into consideration, it was seen that the differences among these experience groups are very high. However, the statistics showed that there were not any significant differences between teaching experience of 11-15 and 6-10 years; 11-15 and 0-5 years; 6-10 years and 0-5 years. It can be inferred from the total scores of the questionnaire that more experienced instructors have less positive attitudes,

intentions and self-reported practice behaviors. The results are exactly same for all sub-dimensions except one which is a “Controllability Scale”. In other five sub-dimension scales, the differences are also very high among different experience groups. It shows that less experienced teachers are more likely to develop positive attitudes, intentions, improve themselves on this issue and apply FA into their teachings. For controllability scale, the participants having 16 years or more teaching experiences have less positive attitudes, intentions and self-reported practice behaviors than 0-5 and 6-10 years of teaching experiences. However, these differences were not very high. As stated before, in Controllability Scale, when the items are analyzed, in some respects the instructors cannot control their own teaching or assessment styles. Thus, it could be the reason for this difference at this point compared to other sub dimension scales. Similarly, the study executed by Öz (2014) revealed that the more experienced teachers have less positive attitudes and perceptions of the use of FA in their classrooms. Öz (2014) also adds that experienced teachers are in favour of using traditional methods when assessing the students’ learning. However, the novice teachers are more enthusiastic about improving their professional skills and apply new assessment tools in their classrooms. The results of that study show similarity with the current research regarding experience issue. On the contrary, another research carried out by Sach (2011) revealed that there is a positive correlation between teachers’ experience and their possibility of having positive attitudes, intentions and use regarding FA in their classrooms. Sach (2011) claims that novice teachers do not have enough experience to apply FA, which requires adequate knowledge and practices. Thus, they are likely to use safer and more easily prepared FA tools, materials and techniques. These different findings from several studies refer to the uniqueness of each context and difficulty of generalizing.

5.3.4 Discussion of University Variable:

The statistical results of the study revealed that there are not any critical contrasts between public or foundation university instructors. It implies that working at a public or foundation university does not influence EFL Preparatory School attitudes, intentions and practices in regards to Formative Assessment. Even though there are not any significant differences in relation to the type of university in this study, another study carried out by Gökçe (2014) in Turkey revealed that there were

significant differences between the teachers working in private and public schools. In Gökçe's study, the data was collected from primary, secondary and high schools. Similarly, another study carried out by Young and Jackman (2014) with the teachers working in middle and lower school instructors found out that teachers had different attitudes and perceptions about FA. Contrary to the present study, both studies from the literature revealed that school is an important variable in determining the perceptions, attitudes and practices of teachers regarding FA.

In this study, participants were the EFL instructors at English preparatory schools. Although public school instructors work under less pressure compared to foundation universities, preparatory schools have a great role at almost all universities in Turkey. Torrance (2012) suggests that Formative Assessment has become notable over the most recent 30 years and one of the main objectives is to enhance more learner-centred learning and evaluation in higher education.

5.3.5 Discussion of Field of BA Study Variable:

Although there are many alternatives to this question in the questionnaire, most participants are graduated from fields of English Language Teaching and English Language and Literature. There are some fields such as American Culture and Literature, Translation Studies and Interpreting; they were categorized as others because of insufficient number of the participants in this study. According to the results, the participants who studied English Language Teaching have more positive attitudes, intentions and self-reported practice behaviors than the ones studying English Language and Literature. However, this difference is very low according to the calculated effect size. When all other sub dimensions of the questionnaire were analyzed, it is seen that even though English Language Teaching graduates have more positive attitudes, intentions and self-reported practice behaviors than the ones studying English Language and Literature, this difference is not high. It is hard to conclude that the field of BA study is a significant factor in deciding on the attitudes, intentions and self-reported practice behaviors of EFL preparatory school instructors.

It is a crucial issue that teachers firstly should be aware of what exactly formative assessment means and have necessary theoretical knowledge about this topic. There is no doubt that the instructors studying in English Language Teaching departments have been more exposed to teaching skills, have taken more related subjects during

the university years than English Language and Literature students. The students studying in Literature departments mostly take a literature course and then they study around one year about teaching skills to be able to teach as a language instructor in Turkey. However, English Language Teaching students are indulged in all teaching skills, and abundant pedagogical information during four years which provide necessary theoretical and practical knowledge. Marshall and Drummond (2006) advocate that the teachers with sufficient theoretical knowledge of FA are more likely to develop constructive attitudes and perceptions of FA. Similarly, Gioko (2008) asserts that teachers can be in a sudden guidance or support of the students in FA process, so the instructors should have strong and adequate information about FA practices in order not to cause misunderstanding or neglecting the expectations of the learners. Jones and Moreland (2005) also state that when the teachers have insufficient knowledge or skills about understanding real function of FA and do not get a necessary education in advance, they prefer to use summative assessment type as an evaluation tool. As literature indicates, instructors' field of BA study is an important variable in determining the attitudes, intentions and practices of FA practices in education process.

5.3.6 Discussion of Professional Development Activities Variable:

The results of the study showed that the instructors attending 6 and more professional development activities each year have more positive attitudes, intentions and self-reported practice behaviors regarding formative assessment than the ones who have never attended or attended only 1-5 times a year. Moreover, these differences among these groups are very high and should be taken into account carefully and sensitively. When each sub-dimension of this questionnaire has been taken into account, the results are the same as the exception of one sub-dimension named as "Controllability Scale". For this sub-dimension there is only medium difference between these two groups. However, the more professional activities EFL instructors attend the more they become likely to develop positive attitudes, intentions and self-reported practice behaviors for FA in all other five sub-dimension scales. In the literature, there are many examples and studies which support the results of the current study from the point of professional development activities. In the 21st century, FA has become an important part of the evaluation in learning and teaching process (Fakeye, 2016). At this point, instructors ought to be knowledgeable and have enough awareness about

the use of FA in their lessons. Besides, Fakeye (2016) suggests that important training should be given to educators about how to engage in FA as an evaluation device in their classes. The more professional development activities are provided for instructors, the more positive attitudes and intentions they would develop about the use of FA in their classes (Fakeye, 2016). Young and Jakman (2014) carried out a study in public secondary schools of Grenada on the same topic and analyzed the differences among trained and untrained instructors' views about FA. Likewise, the present study, the results of the study carried out by Young and Jakman (2014) revealed that trained teachers develop more positive attitudes towards FA than the untrained ones. It's important to realize the significance of instructor training for awareness of FA. Also, instructor training programmes should be utilized for adjustment and support for the utilization of FA among educators (Young & Jakman, 2014). Young and Jakman (2014) focus on a very crucial point at the end of their studies. They offer that there must be impairs and provokes that lead to hesitance of instructors to use FA in their exercises. We ought to distinguish the difficulties and attempt to unravel them.

All these studies and research endeavors indicate that professional development activities have a crucial role in the effective application of FA as well as developing positive attitudes and intentions prior to attempting to use in their teaching practices. With these in mind, teacher-trainers, educators or administrators have great responsibility for providing fundamental guidance and support via efficient and adequate training programmes and/or organizing professional development activities.

5.3.7 Discussion of Teaching Hours Variable:

The results of the study showed that the instructors having more than 24 teaching hours have less positive attitudes, intentions and self-reported practice behaviors regarding formative assessment than the ones who teach 0-15 or 15-24 hours in a week. Moreover, differences among these groups are very high and therefore, should be taken into account carefully and sensitively. When each sub-dimension of this questionnaire is taken into account, the results are the same except the two sub-dimensions of "Controllability Scale" and "Behaviour Scale". In "Controllability Scale" sub-dimension, there are significant differences only between the instructors having 0-14 teaching hours and more than 24 hours. Even though there are significant differences between these two groups, the effect size is only medium

which means that there is not, a huge difference between these two groups for this sub-dimension. Besides, there were not any significant differences among the teachers having 0-14 and 15-24 teaching hours. For “Behaviour Scale” sub-dimension, the instructors having 0-15 or 15-24 hours a week have more positive attitudes, intentions and self-reported practice behaviors regarding formative assessment than the ones who teach more than 24 hours a week. However, for this sub-dimension, the difference between these two groups is not very large, only medium. To sum up, when this independent variable, teaching hours, is considered, the less teaching hours EFL instructors have, the more positive attitudes, intentions and self-reported practice behaviors they tend to have for FA. While these differences’ calculated affect size is medium for Controllability and Behaviour Scales, for three other sub-dimensions, this difference is quite large. Thus, the educators and researchers should be more sensitive and thoughtful about the number of teaching hours the teachers have in a week.

With ideal teaching hours, the instructors could have enough opportunity to spare time for developing formative assessment tools. Similarly, Al-Shehri (2008) suggests that in order to guarantee the adequacy of FA both for instructors and students, some external elements ought to be analyzed as well. For example, the workload of teachers affects the attitudes, intentions and practice of teachers. The results of the studies of Al-Shehri (2008) support the findings of the present study. When instructors have many teaching hours, they are more unlikely to develop positive attitudes, intentions and practice regarding the use of FA in their classrooms. Besides, Jones and Webb (2006) advocate that when the teachers do not have too many teaching hours, they have more time to prepare FA tools and materials. In addition to this, instructors have an opportunity to spare more time to give effective and beneficial feedback to written products of the students by managing, organizing their time more efficiently without too many teaching hours load (İzci, 2016).

5.3.8 Discussion of Number of Students Variable:

The results of the study showed that the instructors having more than 30 students in their classrooms have less positive attitudes, intentions and self-reported practice behaviors regarding formative assessment than the teachers who are teaching 0-20 or 21-30 students in the same classroom. Moreover, there are large differences among these groups. When each sub-dimension of this questionnaire was considered, there

are some differences according to the sub-dimensions For “Instrumental Attitude Scale (Student-Oriented)” and “Self-Efficacy Scale” sub-dimensions; the results showed that the teachers having more than 30 students in their classrooms compared to other groups tend not to develop more positive attitudes, intentions and self-reported practice behaviors regarding formative assessment. And these differences are very high for these two sub-dimensions. When there are too many students in the classrooms, teachers do not have enough opportunity to apply formative assessment effectively in their classrooms. When the items in these two sub-dimensions were analyzed, they were related to whether teachers have enough time to integrate this assessment type into their teachings and evaluation process or not. When the student number is very high in their classrooms, it becomes challenging for the instructors to manage these activities. Furthermore, when there are many students in the classroom, the students cannot have enough opportunity to understand their strengths and weaknesses through ongoing feedback from teachers. And also, in such a crowded atmosphere, it is more challenging for students to be confident or autonomous language learners. When all these issues are taken into account, the results of the study are in agreement with the literature.

The results of Instrumental Attitude Scale (Teacher-Oriented), Intention Scale and Behaviour Scale sub dimensions were the same with the total scores. Here only difference is about the calculated effect size which is medium. There was still a significant difference when there were more than 30 students in a class compared to other two groups. It can be concluded that the fewer students there are in the classrooms, the more positive attitudes, intentions the instructors showed towards utilizing FA in the teaching and assessment processes. Moreover, they become more eager to apply positive attitudes and intentions in their classroom practices. Only for Controllability Scale, there was a small difference between the participants who had 21-30 and more than 30 students in the class. Since the instructors cannot control some issues as mentioned in some items in the questionnaire, this calculated low effect size is also anticipated.

However, in order to ensure the effectiveness of FA both for the teachers and students, some other external factors, “such as class size, teaching load, nature of assessment and students’ readiness and motivation” play a vital role (Al-Shehri, 2008:51). Jones and Webb (2006) mention that the number of students in a class has

a great influence on both the attitudes of instructors towards FA and its application into lessons. In addition to this, Sutton (2010) advocates that the more students are in one class, the less the teachers are in favour of FA issue. As a result, the administrators, school managers should be aware of this reality and arrange the student numbers in a classroom taking this issue into account seriously if they would like to get their instructors to adopt FA efficiently.

5.4 Discussion of the Results of Research Question 3:

The data was collected with the help of a questionnaire including 6 sub-dimensions. Some of the sub-dimensions are associated with each other with the ranges of medium and high. There are not any sub-dimensions which are not related to each other or the level that is low. Especially, between three sub-dimensions, the levels of correlation coefficients are quite high.

According to the results, between Self-efficacy and Behaviour sub dimension scales, the correlation is very high and positive. The more self-efficient the instructors are about their fields, the more they are likely to apply FA in their classrooms. Self-efficacy Scale sub-dimension includes 6 items which can be summarized as the teachers' skills in training and skills, designing suitable assessment tasks and sufficient teaching materials to be able to apply FA into their teaching and assessment practices. The results showed that the researchers, educators and administrators are significant in teacher education and training for the development of FA in their practices. Bandura (1997) claims that what kind of skills and expectations people have on the repetitive behavior greatly influence how they behave and perform. Bandura (1997) also adds that this issue is the same for instructors in a teaching context as he relates this definition to the concept of "*self-efficacy*". Box (2008) says that more self-sufficient teachers develop more positive attitudes towards FA and apply these practices in their lessons because they are confident enough to deal with any problems they can encounter during the teaching and assessment processes.

Secondly, Intention and Instrumental Attitude_Teacher Oriented sub-dimension scales are highly and positively correlated with each other. The more positive intentions the instructors develop for FA use, the more positive attitudes they have towards the use of FA in their classrooms. Instrumental Attitude_Teacher Oriented

sub-dimension scale includes 5 items which aim to identify teachers' perceptions of high-quality teaching, learning and assessment environment, making more trustworthy and fair judgement about their performances as well as getting the instructors to have more effective teaching skills. Intention sub-dimension scale is composed of 6 items mentioning how instructors are enthusiastic for or eager to prepare or adapt tasks and/or materials related to FA, implementing them in their teaching procedures and also heartening their students about FA and taking part in the activities designed according to FA issues. Thus, the attitudes and intentions of instructors are dramatically interrelated and they have vital relationship between each other. Izci (2016) states that intentions and attitudes of teachers are very important personal factors; at the same time, they are interrelated concepts in education world having an important role in FA adaptation. Likewise Izci (2006), Yung (2006) also believes that when the level of positive attitudes of instructors increases about FA use, the intention level also rises accordingly. There is a strong positive correlation between these two variables.

Lastly, the correlation between Self-efficacy and Intention sub-dimension scales is high and associated with each other in a positive way. The items under both Self-efficacy and Intention sub-dimension scales were mentioned in the previous paragraphs. And, the results revealed that when the instructors have more comprehensive knowledge, information, tools, and materials and adequate practices regarding FA, they would have more willingness and motivation to implement FA in their classrooms. The researcher, Sutton (2010) asserts that when the instructors have adequate self-efficiency, they trust themselves and thus, they believe that they can manage to assess their students through FA tool and as a result, this confidence affects their intentions positively.

It can be concluded that there are significant-positive correlations among some sub-dimensions of the scale used for the study. These results of the present study have also been supported by the thoughts, research of the experts and scholar in the field.

CHAPTER 6

CONCLUSION

6.1. Overview

This chapter includes overall summary and discussion of the outcomes of the study. Also, possible implications of the study are discussed for education world associated with these issues. And lastly, suggestions for future research are highlighted.

6.2. Overall Summary of the Study

The main focus of the research is to explore the attitudes, intentions and self-reported practice behaviors of EFL Preparatory School Instructors in Istanbul, Turkey about the implementation of formative assessment in their teaching and assessment. Besides, this study tries to find out answers to two questions which are related with the topic. First aim is to inquire whether there are any significant differences among EFL Preparatory School Instructors' attitudes, intentions and practices about formative assessment according to the following independent variables like:

- Gender
- Age
- Years of Teaching Experience
- Type of University
- Field of BA Study
- Professional Development Activities
- Teaching Hours
- Number of Students

Secondly, the present research has investigated whether there are any correlations, positive or negative, among the sub dimensions of the scale. The research questions of this study have been formed under the lights of these significant goals stated above.

FA has been getting quite serious attention from educators, administrators and researchers, which makes this topic worth investigating.

There are too many variables: dependent or independent. Many different aspects arise, that need attention when the point comes to assessment arise. Not only educators, but also students, educational context or even parents can be included as important elements of this inquiry. However, when the overall picture of assessment is considered, teachers / instructors are the real stage of teaching and assessing, so they have a major role in this process. Instructors prepare, organize, design and then apply the assessment tools appropriately in their teaching and assessment process. There are many issues that need to be searched for student achievement, meaningful and contextualized learning management. However, firstly working with the teachers and getting information about what they think, believe, intend in relation to FA use, or even whether they are aware of this concept. Also, it is essential to learn how much instructors know about the application of FA into classroom practices is a crucial issue. Thus, the data collected by the instructors regarding their intentions, attitudes and self-reported behaviours regarding FA use is a significant issue needing attention.

The participants of this research are 144 EFL Preparatory School instructors who are working in foundation or public universities in Istanbul. Half of the participants for this research have been chosen from the instructors in public universities and the other half of the participants are in foundation universities. Gathering the data equally from each group is important in order to increase the reliability of the study.

In data collection process, a descriptive research design has been preferred since it is more suitable for the aim of this study. According to Cresswell (2003), descriptive research is a research type which is supposed to be used if the researcher would like to gather information about the thoughts, views, attitudes, etc. regarding a person and/or a situation. In addition to do this, the present study has been undertaken with the help of a quantitative research using a questionnaire. This research type is associated with numerical and statistical issues, so researchers are in need of interpreting mathematical results (Hopkins, 2008). In this study, the first part has been composed of 8 questions to gather information about the demographic details of instructors. In the second part, a questionnaire associated with conceptions and practices of teachers about FA has been used.

In data analysis procedure, Kolmogorov–Smirnov test and Shapiro–Wilk have been utilized in order to determine whether the distribution is normal or not. In none of them, the distribution is normal. Thus, non-parametric tests which are Mann–Whitney U test are used when there are only two variables. Also, Kruskal Wallis Test is used when there are more than two variables. Moreover, r coefficient has been calculated in order to determine the effect size (Rosenthal, 1991). Additionally, correlation analysis has been carried out in the study.

Research Question 1 findings revealed that practically all teachers who took an interest in the investigation accept the noteworthiness of FA for enhancing student success and involvement in education process. It is asserted by these instructors that they have inspirational mentalities, views and objectives with respect to FA. In spite of their constructive intentions, when it comes to implementing these assessment techniques into their classes, not all of them are sure about this issue. According to the outcomes, a few educators mentioned that they could not utilize FA in their practices. However, still a large portion of them referenced that FA was taken place in their teaching and assessing practices.

According to the outcomes of *Research Question 2*, except one independent variable which is the type of university, all other factors named as *age, gender, years of teaching experience, field of BA study, professional development activities, teaching hours, number of students* significantly influence the EFL instructors' attitudes, intentions and practices regarding FA and these factors are worthy of thorough analysis.

When the independent variables *age, years of teaching, teaching hours and number of the students* are taken into account, it is concluded that there is a negative correlation between the increase in these factors and instructors' tendency to utilize FA. To exemplify, when the instructors have more teaching hours or/and students, they have negative attitudes towards FA. Similarly, when their ages or teaching experiences increase, they become less likely to utilize FA in their classrooms.

The results of gender and field of BA study showed that the female instructors develop more positive attitudes and intentions towards FA than male ones. When the point is Bachelor study area, ELT graduates are more likely to implement FA than ELL ones.

Lastly, as stated above, the instructors working in both foundation and public universities have positive thoughts about FA and there is no significant difference about their thoughts between these two groups according to the results of the study.

Outcomes of the *Research Question 3* showed that there are positive correlations among almost all sub dimensions. However, between some sub-dimensions, the relationship is significantly strong. To exemplify, the more self-efficacy the teachers have, the more they are likely to use FA in their classes. Intention and Instrumental Attitude_Teacher Oriented sub-dimensions are the ones which have high positive correlations between each other. When teachers become more self-sufficient, they have more positive intentions to utilize FA in their classes. Even though these three correlations are interpreted as strong according to the statistical evaluation, all other sub-dimensions are related to each other at least in a medium level of strength.

6.3. Educational Implications of the Study

Assessment is one of the most fundamental parts of education. With the changes and developments in teaching methods throughout the years, assessment types as well as materials have undergone dramatic adaptations. We are in the 21st century and both teaching and assessment techniques and methods are supposed to go hand in hand with the requirements of this century. At this point, FA has gained great importance in education world for some time.

When Turkish educational context is taken into account, almost all formal teaching and learning processes include some form of assessment. However, the types of assessment tools, materials or techniques can show some varieties. Recently, utilizing FA has been more likely to be used in English Preparatory Schools rather than summative one in Turkey. Instructors are the ones who provide opportunities to learners to be assessed through FA. Thus, teachers should be aware of the significance of FA and bring appropriate strategies to the classroom.

Regarding this issue, the attitudes, intentions and practices of instructors are crucial about the usage of FA in their classrooms. As a result, the instructors should have enough opportunities, training opportunities, and appropriate class sizes to spare more time to prepare formative assessment tools and apply them in their classrooms.

6.4. Recommendations for Future Research

The current study can put forward some suggestions for future research for positively influencing the education system.

In this study, the participants were chosen from one city, İstanbul. It needs noting down that these instructors work in several different institutions. In future studies the samples can be chosen from different parts of the country instead of just one city to increase the generalizability and ensure the validity and reliability of the study results.

Only the attitudes, intentions and self-reported behaviours of instructors were explored and investigated in the study. For further studies, practices of instructors can also be examined using different data collection techniques. For example, interviews, class visits and classroom observations could be added in order to figure out whether the instructors really utilize FA and how effective they are in their implementation. At this point their thoughts and actions can be compared and valuable data could be reached. This research is undertaken with limited number of institutions only in one city. To conclude, this study provides valuable results and to have more profound knowledge about formative assessment in the Turkish context, future studies ought to consider the above suggestions.

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APPENDICIES

Appendix 1: Teachers' Conceptions and Practices of Formative Assessment Questionnaire

Dear Participants,

The aim of this survey is to find out attitudes, intents and practices of EFL preparatory school instructors regarding Formative Assessment.

Participation in this study is voluntary. If you accept to participate in this study, you will be given a questionnaire which consists of two parts. The first part includes details of personal information and the second part has 28 questions about attitudes, intents and practices of EFL preparatory school instructors regarding Formative Assessment. The questionnaire will take about 10 minutes to complete.

Your answers and personal information will be kept confidential and used only by the researcher for research purposes. It's highly important to read the statements carefully and answer the questions sincerely for the reliability and the validity of the study. You can contact the researcher if you would like to learn the results of the study or get more information. I appreciate your participation in the study.

Lecturer Seda Arda Özkan
Altınbaş University
School of Foreign Languages
seda.arda@altinbas.edu.tr

PART 1: Personal Information

1. Gender: Female Male
2. Age: 22 – 25 26 – 35 36 – 45 46+
3. Years of teaching experience:
 1 year or less 6-10 16-20
 1-5 11-15 more than 20 years
4. Type of university: Public Foundation
5. Field of BA study:
 English Language Teaching

- American Culture and Literature
 - English Language and Literature
 - Translation and Interpreting
 - Other
6. How many Professional Development Activities (conference, workshops, in-house trainings etc.) do you attend each year?
 Never 1-5 6-11 12-20
7. How many hours of teaching do you have in a week?
 0-14 15-24 More than 24
8. What's the average number of students in your class?
 0-20 21-30 More than 30

PART 2:

Please read the following statements carefully and circle the number in front of the item that applies to your perspective. In these items 1: Strongly disagree, 2: Disagree, 3: Slightly disagree, 4: Slightly agree, 5: Agree, 6: Strongly agree

“*Formative Assessment* refers to assessment activities undertaken by teachers and/or by their students in daily teaching and learning process. These assessment activities provide information

to be used as feedback to modify the teaching and learning activities” (Yan & Cheng, 2015:134) Some examples of formative assessment include daily/weekly writing homework, presentations, group-peer assignments instead of only an end-of semester exam.

“Summative assessment refers to an end-of semester exam or test” and is not an important consideration for this study”.


Teachers' Conceptions and Practices of Formative Assessment Questionnaire

| Instrumental Attitude Scale (Student-Oriented) | Strongly Disagree | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree |
|---|----------------------|----------|----------------------|-------------------|-------|-------------------|
| 1. Formative Assessment increases students' interest in learning | | | | | | |
| 2. Formative Assessment encourages students to work harder. | | | | | | |
| 3. Formative Assessment helps students to understand their strengths and weaknesses through ongoing feedback from teachers. | | | | | | |
| 4. Formative Assessment can encourage autonomous learning for students. | | | | | | |
| 5. Formative Assessment can improve student confidence in learning. | | | | | | |
| Instrumental Attitude Scale (Teacher-Oriented) | | | | | | |
| 6. Formative Assessment can offer an accurate appraisal of students' performance. | | | | | | |
| 7. Formative Assessment can integrate and link learning and teaching. | | | | | | |
| 8. Formative Assessment can offer a fair appraisal of students' performance. | | | | | | |
| 9. Formative Assessment can improve the quality of teaching and learning. | | | | | | |
| 10. Formative Assessment can improve teaching efficiency. | | | | | | |
| Controllability Scale | | | | | | |
| 11. I can decide the frequency of implementing Formative Assessment. | | | | | | |
| 12. I can decide the timing of implementing Formative Assessment. | | | | | | |
| 13. I can decide whether or not to implement Formative Assessment | | | | | | |
| 14. I can decide the method of the implementation of Formative Assessment. | | | | | | |
| | | | | | | |

| | | | | | | |
|--|-------|--------|-----------|-----------|--------------|---------------|
| | | | | | | |
| Self-Efficacy Scale | | | | | | |
| 15. I can integrate Formative Assessment into the teaching and learning process. | | | | | | |
| 16. I have received sufficient training to implement Formative Assessment. | | | | | | |
| 17. I can design appropriate assessment tasks for Formative Assessment. | | | | | | |
| 18. I have enough time to implement Formative Assessment. | | | | | | |
| 19. I have sufficient supporting materials (e.g., handbook, DVD) to implement Formative Assessment. | | | | | | |
| 20. I have sufficient skills to implement Formative Assessment. | | | | | | |
| Intention Scale | | | | | | |
| 21. I am willing to try to implement Formative Assessment. | | | | | | |
| 22. I am willing to integrate Formative Assessment into my teaching. | | | | | | |
| 23. I am willing to design appropriate assessment tasks for Formative Assessment. | | | | | | |
| 24. I am willing to adjust the assessment methods to meet the requirements of Formative Assessment. | | | | | | |
| 25. I am willing to make effort to implement Formative Assessment. | | | | | | |
| 26. I am willing to encourage students to participate in Formative Assessment. | | | | | | |
| Behaviour Scale | | | | | | |
| 27. In the past six months, how often have you implemented Formative Assessment? | Never | Rarely | Some Days | Most Days | Almost Every | Everyday |
| 28. In the past six months, please estimate how frequent you have implemented Formative Assessment in your teaching? | Never | Rarely | Seldom | Sometimes | Frequent | Very Frequent |

Appendix 2: A Permission E-mail for the Questionnaire

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 **seda arda** <sedaarda8@gmail.com> 29 Eki 2019 18:10 ☆ ↶ ⋮
Alıcı: zyan ▾

Dear Yan,

I'm Seda working as an English instructors in Altınbaş University, İstanbul, Turkey. I've been planning to do research with teachers of English about Formative Assessment issue. While searching, I encountered your and Cheng's article "Primary teachers' attitudes, intentions and practices regarding formative assessment" and Teachers' Conceptions and Practices of Formative Assessment Questionnaire.

With your permission, I would like to use this questionnaire for my research.

Kind regards,
Seda Arda Ozkan

 **YAN, Zi [C&I]** <zyan@eduhk.hk> 30 Eki 2019 04:00 ☆ ↶ ⋮
Alıcı: ben ▾

🌐 İngilizce ▾ > Türkçe ▾ İletiyi çevir [İngilizce için kapat](#) x

Dear Seda,

You are welcome to use the captioned questionnaire for your research, with appropriate acknowledgement.

Best,

CURRICULUM VITAE

PERSONAL DETAILS

Surname, Name: Özkan Arda, Seda

Nationality: Turkish (T.C.)

Place of Birth: Tekirdağ, TURKEY

Date of Birth: November 08, 1988

Marital Status: Married

E-mail: sedaarda8@gmail.com

EDUCATION:

- 2019-present **İstanbul Sabahattin Zaim University**
- Graduate School of Educational Sciences
 - MA-TEFL (With Thesis)
- 2011- 2013 **Bahçeşehir University**
- Graduate School of Educational Sciences
 - MA-TEFL (With Project)
- GPA: 3.77/4.00
- Honour Degree: Ranked 2nd in The Graduate School Of Educational Sciences
- 2006-2010 **Marmara University**
- Department of Foreign Language Education, English Language Teaching
- GPA : 3.35/ 4.00
- Honour Degree: Ranked 3rd in ELT Department.
- 2002-2006 **Tekirdağ Teacher Training High School**
- GPA : 5.00 / 5.00
- High Honour Degree: Ranked 3rd in the High School.

WORK EXPERINCE:

- September, 2014-to present** **Altınbaş University,
The School of Foreign Languages
Dilmenler Cad. No:26 Bağcılar / İstanbul**
- September, 2013-2014 İTÜ Development Foundation Schools
Maslak/Sarıyer/İstanbul
- July, 2012-August, 2012 Group Leader in EJO International Summer
Programmes in Rickmansworth, England
- September,2010 – August 2013 Bahçeşehir College-Primary Part
Marmara Cad. No:1 Bahçeşehir/Başakşehir
İstanbul

EXCHANGE PROGRAMS:

- September, 2009 - February, 2010 **Erasmus Lifelong Learning Programme
Educational & Cultural Exchange**
“Pedagogical University of Krakow”Krakow,Poland.

CONFERENCE PRESENTATIONS:

- June 06-07, 2020** **Istanbul Sabahattin Zaim University- Social
Sciences Graduate Students Conference**
*Presentation from a part of a thesis “Exploring
the Attitudes, Intentions and Practices of EFL
Preparatory School Instructors Regarding
Formative Assessment in a Turkish Context”*
 - Certificate of presentation
- May 18-21, 2017** **GlobELT 2017 Conference - An
International Conference on Teaching and
Learning as an Additional Language**
*Presentation of a Paper “Analysis of Young
Learners' and Teenagers' Attitudes to English
Language Learning”*
 - Certificate of presentation

PAPER PUBLICATIONS:

Arda, S. & Doyran, F. (2017). Analysis of Young Learners' and Teenagers' Attitudes to English Language Learning. *International Journal of Curriculum and Instruction*, 9(2), 179-197.

INTERESTS & HOBBIES:

Music, films, thriller books

Visiting historical places

Learning different cultures & language

Long & alone walks and swimming

