

T.R.
İSTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**STUDYING THE ASSESSMENT KNOWLEDGE AND
LITERACY LEVELS OF LANGUAGE INSTRUCTORS
AT FOUNDATION UNIVERSITIES' PREPARATORY
SCHOOLS**

MA THESIS

Atilla Oğuz Kağan KELEKÇİ

Istanbul

January-2024

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THESIS APPROVAL

This study has been approved in partial fulfillment of the requirements for MA Degree in English Language and Teaching

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled “Studying the Assessment Knowledge and Literacy Levels of Language Instructors at Foundation Universities’ Preparatory Schools” 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.

Signature

Atilla Oğuz Kağan KELEKÇİ

Istanbul, January, 2024

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Atilla Oğuz Kağan KELEKÇİ

Istanbul, January 2024

ABSTRACT

STUDYING THE ASSESSMENT KNOWLEDGE AND LITERACY LEVELS OF LANGUAGE INSTRUCTORS AT FOUNDATION UNIVERSITIES' PREPARATORY SCHOOLS

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Language assessment knowledge and literacy are the key stones in the language evaluation process. The aim of language assessment is to enhance the progress and learning of learners by systematically collecting information about their knowledge, skills, and comprehension. Through assessment, language instructors provide feedback to their students and follow the learning progress of their students. However, language instructors are not always aware of why they do the assessment practice choices that they employ. This study aims to identify Turkish EFL instructors' assessment literacies and their awareness of self-knowledge. Accordingly, this study also aims to learn more about the consequences of instructors' self-awareness of assessment knowledge on their learning. In this research, data is gathered through the utilization of a questionnaire answered by 56 language instructors. In addition to this quantitative data, qualitative data is collected through 10 voluntarily selected participants' performances of semi-structured interviews. Through the application of a mixed methods approach, it was discovered that the assessment literacy levels of language instructors are positively influenced by their level of education and the duration of teaching experience. All in all, it is possible to conclude that language assessment literacy and knowledge is vital and there are certain factors that can improve the quality of education through the betterment of evaluation.

Keywords: Assessment Literacy, Assessment Knowledge, Foundation Universities, Language Instructors

ÖZET

VAKIF ÜNİVERSİTELERİNİN HAZIRLIK OKULLARINDA DİL ÖĞRETMENLERİNİN DEĞERLENDİRME BİLGİSİNİN VE OKURYAZARLIK SEVİYELERİNİN İNCELEMESİ

Atilla Oğuz Kağan KELEKÇİ

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Dil değerlendirme bilgisi ve okur-yazarlığı, dil değerlendirme sürecindeki temel taşlardır. Dil değerlendirmenin amacı, öğrencilerin bilgi, beceri ve anlama düzeyleri hakkında sistemli bir şekilde bilgi toplayarak öğrencilerin ilerlemesini ve öğrenmelerini artırmaktır. Değerlendirme yoluyla dil öğretmenleri, öğrencilere geri bildirim sağlar ve onların öğrenme sürecini takip ederler. Ancak dil öğretmenleri, kullandıkları değerlendirme seçimlerinin nedenlerinin farkında olmayabilirler. Bu çalışmanın amacı, Türk olan İngilizce öğretmenlerinin değerlendirme okuryazarlıklarını ve kendi bilinç düzeylerini belirlemektir. Bu bağlamda, bu çalışma aynı zamanda öğretmenlerin değerlendirme bilgilerine olan kendi farkındalıklarının öğrenme üzerindeki etkilerini daha iyi anlamayı amaçlamaktadır. Bu araştırmada, veriler 56 dil eğitmeni tarafından yanıtlanan bir anket aracılığıyla toplanmıştır. Bu nicel verilere ek olarak, 10 gönüllü katılımcının yarı yapılandırılmış görüşmelerinin performansları aracılığıyla nitel veri de toplanmıştır. Karma yöntemler yaklaşımının uygulanmasıyla dil öğretmenlerinin değerlendirme okuryazarlık düzeylerinin eğitim seviyeleri ve öğretim deneyim süreleri ile olumlu bir şekilde etkilendiği ortaya çıkmıştır. Sonuç olarak, dil değerlendirme okuryazarlığının ve bilgisinin önemli olduğu ve değerlendirmenin kalitesini artırarak eğitimin kalitesini iyileştirebilecek belirli faktörlerin bulunduğu sonucuna varmak mümkündür.

Anahtar Kelimeler: Değerlendirme Okuryazarlığı, Değerlendirme Bilgisi, Özel Üniversiteler, Dil Eğitmenleri

TABLE OF CONTENTS

THESIS APPROVAL	i
DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	iv
ÖZET.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
LIST OF ABBREVIATIONS	xii
 CHAPTER I	
INTRODUCTION.....	1
1.1 Introduction	1
1.2 Background of the Study.....	2
1.3 Statement of the Problem	6
1.4 Significance of the Study	8
1.5 Purpose of the Study	9
1.6 Limitations of the Study.....	9
1.7 Research Questions of the Thesis	10
1.8 Hypotheses of the Thesis	10
1.9 Operational Definitions.....	10
 CHAPTER II	
LITERATURE REVIEW.....	12

2.1. Assessment and Evaluation.....	12
2.1.1. Assessment	12
2.1.2. Evaluation.....	13
2.2 Assessment Types	14
2.2.1. Formative and Summative Assessment.....	14
2.2.2 Formal/Informal Assessments	15
2.2.3. Direct/Indirect Assessments	15
2.3 Purposes of Assessment	16
2.4 Assessment Literacy.....	17
2.5 Language Assessment Literacy	17
2.6 Importance of LAL	18
2.7 Language Assessment Knowledge and Practice	20
2.8. Studies on Language Assessment Literacy/Knowledge	21

CHAPTER III

METHODOLOGY.....	25
3.1 Introduction	25
3.2 Research Design.....	25
3.3 Setting	26
3.4 Participants.....	26
3.5 Data Collection Instrument	27
3.6. Data Analysis Procedures	28

CHAPTER IV

FINDINGS & DISCUSSION	29
4.1. Introduction	29
4.2. Findings of Quantitative Data	29

4.2.1. Research Question#1 What are the language assessment knowledge (LAK) and language assessment literacy (LAL) awareness among language instructors?	30
4.2.2. Research Question#2 Do the language assessment knowledge and literacies (LAK &LAL) of language instructors differ according to their teaching experience?	36
4.2.3. Research Question #3 Do the language assessment knowledge and literacies (LAL) of instructors differ according to their level of education?	47
4.3. Findings of Qualitative Data	59
4.3.1. Research Question #1: What are the language assessment knowledge (LAK) and language assessment literacy (LAL) awareness among language instructors?	59
4.4. Discussion	64
4.4.1. Discussion of Quantitative Data	64
4.4.1.1. Discussion of Assessment Literacy and Knowledge Levels of the Instructors	64
4.4.1.2. Discussion of the effect of experience on LAK and LAL	65
4.4.1.3. Discussion of the effect of the level of education on LAK and LAL	66
4.4.2. Discussion of Qualitative Data	66
4.3 Conclusion	67

CHAPTER V

CONCLUSION	69
5.1. Introduction	69
5.2. Summary	69
5.3. Conclusion	69
5.4. Limitations of the Study	70
5.5. Suggestions for Further Studies	70
5.6. Suggestions for Practitioners	71

REFERENCES.....	72
APPENDICES	77
APPENDIX A: Informed Consent Form for Participants	77
APPENDIX B: Teachers’ Questionnaire and Permission to Use The Questionnaire	78
APPENDIX C: Semi-Structured Interview Form	84
APPENDIX D: Social Sciences Graduate Student Congress Participation Certificate.....	85
CURRICULUM VITAE.....	86

LIST OF TABLES

Table 3.1: Descriptive Statistics of the Participants.....	28
Table 4.1: Classroom-focused Language Testing Assessment.....	31
Table 4.2: Classroom-focused Language Testing Assessment.....	32
Table 4.3: Purposes of Language Testing Assessment.....	33
Table 4.4: Purposes of Language Testing Assessment.....	34
Table 4.5: Content and Concepts of Language Testing Assessment.....	34
Table 4.6: Content and Concepts of Language Testing Assessment.....	35
Table 4.7: Analysis of the relationship between statements about receiving education and Years of Experience at Prep School- Classroom-Based Language Test Evaluation.....	37
Table 4.8: Analysis of the relationship between areas in need of education and Years of Experience at Prep School- Classroom-Based Language Test Evaluation.....	38
Table 4.9: Analysis of the relationship between statements about receiving education on purposes of language testing assessment and years of experience in preparatory Schools	39
Table 4.10: Analysis of the relationship between areas where training is needed on purposes of language testing assessment and years of experience at preparatory schools.....	40
Table 4.11: Analysis of the relationship between receiving training on content and concepts of language testing assessment and years of experience at preparatory schools.....	42
Table 4.12: Analysis of the relationship between the need for training on content and concepts of language testing assessment and years of experience in the preparatory School	43
Table 4.13: Analysis of the relationship between statements about receiving education on Classroom Based Language Test Evaluation and Degree of Education at Prep School.....	45
Table 4.14 Analysis of the relationship between areas in need of education and Degree of Education - Classroom-Based Language Test Evaluation	47
Table 4.15: Analysis of the relationship between statements about receiving education on purposes of language testing assessment and degree of education in preparatory Schools.....	48
Table 4.16: Analysis of the relationship between Areas where training is needed on purposes of language testing assessment and degree of education at preparatory Schools.....	49
Table 4.17: Analysis of the relationship between receiving training on content and concepts of language testing assessment and degree of education at preparatory schools.....	50

Table 4.18: Analysis of the relationship between needing training on content and concepts of language testing assessment and degree of education at preparatory schools.....50



LIST OF ABBREVIATIONS

AL: Assessment Literacy

EFL: English as a Foreign Language

LAK: Language Assessment Knowledge

LAL: Language Assessment Literacy



CHAPTER I

INTRODUCTION

1.1 Introduction

Proficiency in evaluating language assessments within second language(L2) education holds significance as it enables instructors to comprehend, dissect, and implement insights about students' performance to enhance instructional methods (Scarino, 2013). Instructors' assessment experiences are studied to get a closer understanding of their assessment knowledge and literacies. Effective assessment requires that instructors have adequate language testing knowledge. The more self-aware instructors are, the more reflective they would be in their teaching and assessment practices. Language assessment aims to enable the language instructor to evaluate student performance as objectively as possible. Language instructor's teaching journey excels as they are able to improve their assessment knowledge as well as their self-awareness in testing practices. This active elaboration will make strides in the practice of reliable assessment procedures.

Several factors influence the process of Language Assessment Literacy (LAL) in the language teaching context. However, two primary determinants impacting instructors' LAL have been recognized by researchers: individual aspects and contextual elements. Linguistic backgrounds, years of teaching, academic degrees, training experiences and fields of study can be stated for the individual aspects (Crusan et al., 2016). Concerning contextual elements, the assessment norms across diverse nations, the educational frameworks, and regulations both nationally and locally, school guidelines, institutional directives, and the facilities furnished by establishments can exert varying impacts on instructors' LAL (Mansouri et al., 2021).

Language instructors' knowledge of assessment is an important factor contributing to their assessment procedures. In addition to the instructors' knowledge of testing, there are other factors such as instructors' self-awareness of assessment knowledge, self-reflections, their accumulated teaching experience, knowledge of assessment strategies, the different mediums of assessment as well as students' and instructors' awareness all contribute to the facilitation and improvement of the assessment process. These several factors mentioned above contribute to the betterment of the assessment

practices of language instructors. This study has the potential to increase self-awareness of instructors in these several aspects that constitute the assessment literacy adding to the quality of the assessment procedures.

Instructors' knowledge, awareness of assessment styles and alternative choices, prior assessment experience and teaching principles and beliefs collectively influence instructors' abilities to extract students' true performance. Student assessment includes testing as one of the most frequently used assessment type. Interpretations of test results influence students' lives and their consequent performance. This is because learners take instructors' assessment seriously and this shapes learners' self-confidence and their view of achievement. With this in mind, it is essential to study several factors that influence the integrity of language testing and the evaluation process. In general, analysis of assessment literacy and self-awareness of instructors are one of the key stones of effective assessment in the language classroom.

Assessment should be integrated with teaching and self-reflection to inform awareness and practice. However, this relationship cannot develop when language teachers do not have sufficient knowledge of assessment, or adequate training in assessment. Novice teachers are particularly vulnerable because they do not have enough teaching experience to support their assessment decisions and practices. They also have less self-awareness and knowledge in assessment due to their fewer teaching experiences. Thus, a study that focuses on the awareness of evaluation practices and awareness of self-knowledge would improve instructors' evaluation practices as well as language teaching practices. The study would provide implications to increase the language instructor's awareness and confidence in assessment procedures.

1.2 Background of the Study

The aim of assessment is to enhance the progress and learning of learners by systematically collecting information about their knowledge, skills, and comprehension (Coombe,2018). Likewise, the primary objective of assessment ought to be shedding light on improved instruction and fostering more effective learning (Fulcher & Davidson, 2007). This involves systematically and substantively gathering information about a specific subject of interest, as outlined by well-defined procedures (Bachman, 2004). Hence, there has been an inherent connection between assessment and teaching right from the start, as any form of instruction is commonly succeeded

by some form of evaluation. (Farhady,2018). According to Wiliam (2013) assessment plays an undeniable role in the teaching and learning process, acting as a link between instruction and learning to reveal the effectiveness of teaching. Nonetheless, he also explores the idea that despite meticulous planning and implementation in our classroom strategies, not all teaching results in learning. This underscores the necessity for assessment in the initial stages. Hence, assessment provides instructors with insights into the success of their instructional efforts in achieving desired results. In essence, assessment significantly contributes to the teaching and learning process by influencing instructors' decisions and students' learning journey. It directs instructors in making precise adaptations based on assessment insights, ultimately elevating the learning experience and enhancing learners' academic accomplishments.

Inbar-Lourie (2008) states that the term 'assessment' has experienced shifts in both meaning and theory. This underscores the connection between teaching and assessment, as developments in testing and assessment concepts have coincided with evolving teaching methodologies (Farhady, 2018). It is presently recognized as the overarching concept that encompasses techniques and strategies of examination and appraisal. As teaching and learning theories have shifted from behavior-oriented to more interactive paradigms, methods of testing and evaluation have also transformed. Previously centered on isolated linguistic components like grammar and phonology, these methods have progressed towards greater integration and communicativeness, achieved through authenticity and the simulation of real-world scenarios (Brown, 2003). Furthermore, Inbar-Lourie (2008) illustrates that the transformation in theoretical orientation within language education, moving from behaviorist methodologies to more socially constructivist ones, has likewise influenced shifts in assessment methodologies. These changes have progressed from assessment based largely on numerical analysis of learner achievements (referred to as testing cultures) to a more comprehensive evaluation approach (known as assessment cultures).

Assessment cultures view language as a social endeavor, enhancing student involvement in the assessment process while concentrating on both the outcome and the journey. Nevertheless, a potential inconsistency may arise when instructors attempt to uphold both cultures simultaneously, despite their inherent incompatibility. Fulcher (2012) portrays how language instructors' responsibilities related to testing and assessment have notably escalated in the early 21st century due to three principal

factors, stemming from both within and outside the field. The initial factor is the escalating utilization of tests and assessments to ensure accountability. The second factor involves the incorporation of testing and assessment into national immigration policies, such as citizenship tests. These two factors are considered external to the field. The final and sole factor, intrinsic to the field itself, is the perspective of assessment for learning. According to Black and Wiliam (1998) this perspective has sparked discussions about its significance in integrating it within classroom practices to enhance learning outcomes. Likewise, in a similar manner, effective language teaching necessitates the integration of assessment within the instructional process (Coombe et al., 2012). Consequently, it becomes vital for instructors to comprehend the diverse assessment types and objectives and incorporate them appropriately into their classroom strategies, keeping their specific context in mind. To execute effective assessment methodologies, it is evident that language instructors require some form of training in assessment. This is particularly true if they are involved in tasks such as selecting, administering, interpreting, and sharing outcomes of large-scale tests from professional testing organizations, or if they are engaged in the development, scoring, interpretation, and enhancement of classroom-based assessments (Taylor, 2009). Over the years, the awareness surrounding assessment and its significance has notably grown, with numerous professional organizations worldwide striving to establish assessment standards for instructors. Notably, the 'Standards for teacher competence in educational assessment of students (1990)' crafted by the American Federation of Teachers, National Council on Measurement in Education, and National Education Association, stands as one of the most recognized endeavors in this direction. Additionally, the Common European Framework of Reference (CEFR) significantly embodies the concept and implications of assessment in language education, exerting its most prominent influence across Europe. McNamara and Roever (2006) contend that CEFR represents "the most extensive instance of policy-driven assessment to date." Furthermore, a recent development in Turkey involves the publication of a teacher guidance manual by the General Directorate of Testing, Assessment, and Test Services under the Ministry of National Education. This manual is titled "Enhancing Teacher Capacity through School- and Classroom-based Assessment: A Guidebook for English Language Teachers." Given that various studies highlight teachers' perceived lack of proficiency in classroom-based assessment, despite dedicating over a third of their classroom time to assessment-related tasks, it has become imperative to adapt

educational programs in accordance with the latest advancements in teaching and assessment methodologies. With these aims in mind, the guidebook adopts a formative assessment approach, encompassing fundamental assessment concepts, techniques, and tools suitable for formative evaluation. It also includes sample assessment activities aligned with the current curriculum and outlines considerations when engaging with other stakeholders during the formative assessment process. The increasing pace at which guidelines or quality standards for assessing instructors are being developed suggests that instructors play a central role in the assessment process. Likewise, Vogt and Tsagari (2014) share the view that teachers participate in numerous daily assessment activities, underscoring their significance within the process, given that assessment occupies a substantial portion of teachers' time, as noted by Plake (1993) and Stiggins (1999). Instructors' duties encompass not solely teaching, but also the task of evaluation. Hence, instructors don't just impart knowledge; they also undertake the role of evaluators, overseeing and making judgments on their students' learning journey. This dual responsibility of teaching and assessment highlights the need for teachers to recognize the importance of assessment protocols and respond accordingly (Rea-Dickins, 2004). The quality of assessment predominantly rests on the shoulders of teachers. Therefore, they must possess competence in effective assessment practices. Plake (1993) underscores the indispensability of assessment competencies in the teaching profession, as instructors employ data from assessments to shape their instructional strategies and evaluate student progress. Consequently, considering the aforementioned discourse on assessment's impact on day-to-day classroom dynamics, teachers should possess a certain level of assessment knowledge and familiarity with assessment-related processes, referred to as Assessment Literacy (AL).

According to Popham (2011), AL pertains to grasping fundamental assessment-related principles and methodologies that could potentially influence educational choices. Stemming from general education's AL, LAL encompasses many traits of AL while also encompassing specialized proficiencies tailored to language assessment. Taking a procedural stance in developing LAL, Scarino (2013) views goals and criteria as the shifts teachers enact in how they conceive and construe assessment, and how assessment molds their evaluations and decisions by critically observing and appraising their own evaluation procedures. To enact appropriate adjustments in their

frameworks, instructors must recognize these frameworks' potential to undermine or enhance their perspectives. In essence, LAL entails the critical assessment of teachers' personal evaluation methods, bridging the gap between their prior notions and the diverse theoretical knowledge present in the field. Coombe et al. (2012) state the importance of LAL by highlighting that language instructors possessing AL is imperative in today's landscape, where educational institutions assign significant importance to evaluation.

1.3 Statement of the Problem

Effective assessment can serve as a potent tool for learning when employed appropriately (Popham, 2011). It aids instructors in pinpointing strengths and weaknesses within their instructional decisions (Rea-Dickins, 2004), enabling them to refine their approaches in alignment with assessment outcomes and accompanying feedback. Herrera and Macías (2015) state the importance of adept assessment techniques as motivation for teachers to gauge the efficacy of specific teaching methods, course pacing, or content suitability. However, Plake (1993) contends that teachers lack sufficient preparation to execute assessment functions at a professional level, attributing this deficiency to inadequate training in pre-service programs. Similarly, Popham (2011) asserts that instructors require more education on assessment due to their limited understanding of assessment matters, a sentiment echoed by Stiggins (1991) who describes a "nation of assessment illiterates."

Moreover, Popham (2011) advocates that teachers must attain assessment literacy to perform effectively, positioning assessment literacy on par with instructional prowess. Given that language education constitutes a distinct realm, instructors need domain-specific skills, referred to as language assessment literacy (Inbar-Lourie, 2008). Language assessment literacy can be defined as familiarity with assessment-related procedures such as crafting, constructing, evaluating, and interpreting assessment data, with the application of this knowledge, skills, and assessment principles in classroom practices informed by contemporary theoretical frameworks (Malone, 2013; Taylor, 2009; Vogt & Tzagari, 2014). The foundational knowledge of LAL is deemed a prerequisite for proficient assessment methodologies (Xu & Brown, 2016). Put differently, this knowledge base forms the criteria for making sound judgments about assessment practices, as accurate evaluation of assessment practices would be challenging without it (Fulcher, 2012).

Scarino (2013) contends that while the knowledge base of LAL is indispensable, its adequacy as a basis for actual knowledge and understanding development in assessment among language teachers raises questions. Consequently, instructors should acquaint themselves with theoretical concepts from various approaches and integrate this knowledge into their teaching practices, considering their specific contexts. This approach empowers them to enhance student learning, while also evaluating their own instructional and assessment techniques.

The education of foreign language in Turkey has consistently been a topic of deliberation, especially concerning assessment practices that tend to be summative and test-centric, concentrating on isolated aspects like grammar and vocabulary due to the weighty examinations students must undertake for placement purposes (Hatipoğlu, 2016). To put it differently, the influence of these standardized exams, primarily composed of multiple-choice questions, not only shapes instructors' instructional techniques but also molds their approaches to assessment. Similarly, even though English as a Foreign Language (EFL) instructors receive training in testing and assessment during their pre-service education, they still feel insufficiently skilled to evaluate their students' language abilities beyond grammar and vocabulary, expressing the need for further instruction (Mede & Atay, 2017). This deficiency stems from the inadequacy of training and the caliber of pre- and in-service education regarding language assessment, which leans heavily toward theoretical aspects and overlooks practical considerations (Ölmezer-Öztürk & Aydın, 2019).

As stated by Inbar-Lourie (2013b, p. 5), "Language assessment constitutes a body of knowledge comprising both theory and practice"; hence, for instructors to possess a high level of LAL, they must effectively apply theoretical understanding in their actual practices. However, Öz and Atay (2017) report that while teachers claim to possess a certain level of assessment knowledge, they struggle to translate this knowledge into their classroom methods. Given the significance attributed to LAL in these discussions, it becomes crucial to examine the extent of EFL instructors' LAL, encompassing Language Assessment Knowledge (LAK) and literacy to evaluate the quality of language assessment and enhance foundation universities' foreign language education in Turkey. In conclusion, this study centers on evaluating the LAL and assessment knowledge of EFL instructors in foundation universities in Turkey, delving into their comprehension of language assessment.

1.4 Significance of the Study

Despite the multitude of global studies on LAL, it's important to note that the research in this area is still in its early stages, as pointed out by Fulcher (2012). Therefore, further investigation is necessary to shed more light on the subject of LAL. Given the dynamic nature of the LAL knowledge base, recent research discoveries can be employed to enhance instructors' understanding of language assessment, (Coombe et al., 2020). Moreover, the significance of the context in relation to LAL cannot be ignored. However, in certain studies, there's an assumption that the conceptual framework of LAL applies universally across all educational levels, including primary, secondary, and tertiary education. This approach overlooks the distinct requirements and objectives of each specific educational setting, as highlighted by Tsagari (2021). Moreover, Coombe et al. (2020), in their comprehensive examination of language assessment literacy studies, propose the necessity for additional research in diverse settings to gain deeper insights into the implementation of assessment policies and standards. Despite the acknowledgment that factors like assessment culture, policies, and classroom conditions can influence teaching practices, there remains a need for further data and elaboration on this topic (Tuzcu-Eken, 2016; Vogt, Tsagari, & Csépes, 2020). Upon reviewing LAL research, Tsagari (2021) highlights the existence of gaps in the LAL literature. Primarily, an unexpressed discrepancy between LAL theory and its practical implementation has been observed. Consequently, there is a critical need for forthcoming research to prioritize exploring the elements and practical applications of LAL. This emphasis is vital to ensure the integration of tangible assessment practices rather than confining them to conceptual realms. Likewise, Sevimmel-Şahin and Subaşı (2021) advocate for accentuating the pragmatic facets of LAL, given the evident incongruity between EFL instructors' stated LAK and their inability to apply this knowledge effectively. Scrutinizing studies concerning assessment education in pre-service training, Xu and Brown (2016) reveal that assessment courses face criticism for their theoretical orientation and absence of practical demonstrations, despite numerous sources providing insights into foundational elements for more proficient assessment courses. These sources also emphasize the need to integrate meticulously structured content that adheres to professional standards, fostering a synthesis of theoretical concepts and practical application. Furthermore, the scarcity of data pertaining to the influence of LAL on classroom practices hampers accurate

interpretations (Öz & Atay, 2017). Consequently, this study is anticipated to yield a valuable contribution to LAL literature by delving into the LAK and literacy of EFL instructors and it aims to enhance the existing body of knowledge on LAL by providing insights into the LAK of EFL instructors within the specific context of foundation universities in Turkey. The goal is to gain a deeper comprehension of the disparity between theoretical understanding and practical implementation in this context.

1.5 Purpose of the Study

This study aims to identify Turkish EFL instructors' assessment literacies and study their awareness of self-knowledge to understand their LAK and LAL better. Accordingly, this study also aims to inquire the consequences of their awareness of language assessment knowledge on their teaching potential. The purpose of this study is also to determine the different levels of literacies among EFL instructors in foundation universities in Turkey. This study focuses on identifying potential gaps and chasms in the learning context. In discussing how instructors of English stand in terms of the assessment literacy considerations, Popham (2009) states that many language instructors have a limited background knowledge on fundamental basics of assessment. Hence, this thesis aims to inquire to what extent English language instructors do possess assessment literacy (AL) for their teaching practices and how aware they are in terms of their language assessment knowledge. This finding will imply considerations to improve assessment practices through different models from training to self-reflection among others.

1.6 Limitations of the Study

The study's main constraint is its limited participant pool, consisting of just 56 instructors from foundation universities. The data collection exclusively focused on a restricted set of universities, with these instructors selected as stand-ins for the broader target population due to time and resource limitations. Consequently, caution should be exercised when attempting to deduce the findings to teachers in other regions of Turkey, as instructors' perspectives may not necessarily mirror those of their counterparts elsewhere. For future studies, this thesis could serve as an inspiration to involve a more diverse group of instructors from various teaching backgrounds.

1.7 Research Questions of the Thesis

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

- 1) What are the language assessment knowledge (LAK) and language assessment literacy (LAL) awareness among language instructors?
- 2) Do the language assessment knowledge and literacies (LAK &LAL) of language instructors differ according to their teaching experience?
- 3) Do the language assessment knowledge and literacies (LAL) of instructors differ according to their level of education?

1.8 Hypotheses of the Thesis

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

- 1) Level of education has a positive influence on language assessment knowledge and literacy of instructors.
- 2) Language assessment knowledge and literacy of instructors improve along with the teaching experience.

1.9 Operational Definitions

Assessment: Assessment, which is a constantly evolving process, serves as a comprehensive concept encompassing testing and various assessment techniques (Brown,2003). It can be defined as " The process of gathering, interpreting, recording and using information about pupils' responses to educational tasks" (Lambert & Lines, 2001, p. 4).

Assessment Literacy: "It consists of an individual's understanding of the fundamental assessment concepts and procedures deemed likely to influence educational decisions" (Popham,2011, p. 267).

Language Assessment: "The systematic process of evaluating and measuring collected data and information on students' language knowledge, understanding, and ability in order to improve their language learning and development" (Coombe, 2018, p. 10).

Language Assessment Literacy: An individual's acquaintance, comprehension, consciousness, expertise, capabilities, and grasp of the principles and practices related to language assessment procedures, tailored to their particular circumstances and the

prevailing theoretical considerations in the realm of foreign language education. This includes the capacity to apply their theoretical understanding in classroom settings, all within the broader context of societal frameworks.

Language Assessment Knowledge: An individual's comprehension of pedagogical content, language, objectives, techniques, and assessment principles, encompassing grading and scoring, providing feedback, interpreting and conveying assessment outcomes, involving students, and ethical considerations (Xu & Brown,2016), in the context of evaluating reading, writing, speaking, and listening abilities.



CHAPTER II

LITERATURE REVIEW

Within the context of educational reforms across various nations, assessment has emerged as a crucial policy tool to enhance education (Koh&Luke,2009). More specifically, it is believed that effective classroom assessment plays a significant role in promoting students' learning and performance. Numerous experts in the field of educational assessment have acknowledged the significance of instructors' expertise in assessment to facilitate school improvement. Price et al. (2012) emphasize that utilizing appropriate assessment methods leads to students' incremental learning, with formative feedback being particularly vital during this phase. When classroom assessment is thoughtfully structured and correctly applied, it can effectively reshape teaching methods, resulting in a positive outcome on student learning. Thus, continual and systematic professional development is indispensable in enhancing teachers' competence to design and execute assessment tasks that target advanced cognitive skills and genuine learning encounters.

2.1. Assessment and Evaluation

In the field of language teaching in general and language testing in particular the terms “assessment” and “evaluation” are commonly used to refer to the same activity or are sometimes used interchangeably, however, some scholars in the field of language testing have made some critical distinctions among them.

2.1.1. Assessment

According to Lambert and Lines (2001, p. 4) assessment is defined as “The process of gathering, interpreting, recording and using information about pupils’ responses to educational tasks”. Brown (2003) states that the main difference between testing and the assessment is whether or not it is an ongoing process. While testing takes place at certain time and place, assessment is a process that does not halt. Students are assessed by the instructors, by other learners in the classroom and also by themselves throughout the learning process. Coombe (2018, p. 10) states that assessment is systematized by focusing on this statement: “The systematic process of evaluating and measuring collected data and information on students’ language knowledge,

understanding, and ability in order to improve their language learning and development”. Similarly, Bachman (2004, p.7) states “The process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded” as the definition of assessment. Assessment is also mentioned at Bloom’s taxonomy as well. Bloom's taxonomy outlines a systematic approach to educational goals, organizing them into six hierarchical categories. These categories, ranging from basic to advanced cognition, include knowledge, comprehension, application, analysis, synthesis, and evaluation. Each level builds upon the preceding one, creating a cumulative progression from simple recall to complex abstraction. This framework aids in lesson planning, assessing needs, and measuring learning outcomes by ensuring a structured and comprehensive approach to education (Bloom, 1971). To summarize, there happens to be various versions of assessment definitions but an agreement on a common definition has not been possible (Bachman,2004). However, it is possible to conclude that assessment is an ongoing process of data collection about learners’ skills, abilities, and knowledge. This data may be used to present learners certificates, placement, diagnose certain problems and so on.

2.1.2. Evaluation

Evaluation is a concept which is closely linked with the concept of assessment. According to Scriven (1991) evaluation refers to the process of determining the merit, worth, or value of something, or the product of that process. Along with the value determining process, evaluation happens to include making selection about each learner or programs provided by the data which was gathered through assessment (Bachman,2004). The data gathered by assessment is usually used to determine the placement, grades, or the selection of the learner. In terms of evaluation, grading may be noted in form of letters or by assigning a numerical value. The grading process displays the state of the learners so that instructors are able to make a judgement on learners’ production according to the evaluation criteria. In addition, Brown (2003) states that learner journals, learner-teacher meetings and checklist evaluations can be used in place of traditional modes of evaluation.

Nonetheless, it would be misleading to limit the evaluation to making decisions about the learners. According to Heaton (1990) it is possible to evaluate syllabi and educational programs regarding effectiveness. To summarize, evaluation is a method

to utilize the data collected from the assessment to make judgements or make conclusions about the learners/instructors or syllabi and educational programs to increase the caliber of teaching.

2.2 Assessment Types

There are many different types of assessment according to learners' needs. These assessment types may be put into application in the classroom practices or implemented in syllabus according to the needs and realities of the programs. Formative/Summative assessments, formal/informal assessments and direct/indirect assessments are some varieties to be included in the context of assessment in language classrooms.

2.2.1. Formative and Summative Assessment

Heritage (2007) states that formative assessment can be defined as a structured procedure of gathering data about learning and teaching and when the data collected from this process is used for the modification of the instructions, it is possible to name it as formative. (Black & Wiliam, 2010). According to Heritage (2007) there are three ways that formative assessment can take place which are *pre-arranged in advance*, *at the process of the course unplanned* and *implanted into the present or future syllabus*. Formative assessments can provide instructors and students with the information about the advancement of students' ability, construction of knowledge and skills and can shed light on what needs to be improved (Coombe,2018). According to Brown (2003), the methods of evaluation such as feedback, portfolios, progress tests, and observations are essentially forms of formative assessment aimed at assessing the learning process of the students.

On the other hand, if the focus is on the production of learning at the end of a long period, then it is summative assessment. It measures the skills and the knowledge of the students in the long term. According to Coombe (2018) if the subject matter addressed within the course, either after a set period or upon completion of the program, with the aim of making a conclusive judgment regarding the achieved learning result, then it is more practical to assess the current state of the learners at different intervals rather than analyzing the future progress at the end of a program. Midterm exams and final exams are some of the examples of the summative assessment because they only occur once or twice throughout the semester and carry

a heavy weight on the decision of assessment.

2.2.2 Formal/Informal Assessments

Formal assessment is made of pre-designed and structured procedures that may come in the form of placement, written, achievement tests and so forth (Brown, 2003; Coombe, 2018). Informal assessment, on the other hand, occurs through unplanned remarks, casual observations, recommendations, or impromptu responses without the intention of documenting learners' progress or forming rigid judgments (Brown, 2003). The primary objective of formal assessment is to deliberately prompt student accomplishment using structured testing methods, whereas informal assessment is inherently integrated into classroom tasks. According to Brown (2003), all categories of tests are regarded as methods of formal assessment. Nonetheless, he emphasizes that not every formal assessment inevitably constitutes a test. For instance, the methodical observation of students' spoken output is formal in nature but should not be classified as a test.

2.2.3. Direct/Indirect Assessments

Direct and indirect assessments are another form of essential assessment type. According to Hughes (2003), the primary distinction lies in the fact that in direct assessment, learners need to precisely demonstrate the skills intended for evaluation, whereas indirect assessment focuses on uncovering the fundamental elements meant to be appraised. An instance of direct assessment could be a speaking task to assess students' oral skills (Carr, 2011). Nevertheless, a written examination for the pronunciation skills can be considered as an indirect assessment since it does not assess the oral skills or pronunciation. Direct assessment proves beneficial when the task is unambiguous in extracting learners' actions, particularly when evaluating clear abilities and interpreting their performance in productive skills. Furthermore, it holds the potential for positive educational influence, as preparing for the assessment aligns with honing the targeted skills. On the other hand, indirect assessment offers its own advantages by offering a greater array of language samples compared to the limited scope of direct assessment, thus rendering it a more comprehensive representation of the language (Hughes, 2003).

2.3 Purposes of Assessment

Purposes of assessment is a controversial topic among the scholars. Hamp-Lyons (2016) states that assessment serves a distinct objective from testing; nevertheless, it encompasses examinations and other practices that provide instructors with insights into the teaching and learning journey. According to Hughes (2003), assessment aims include: a) gauging learners' language proficiency, b) identifying student progress and accomplishments regarding learning goals, c) pinpointing learners' strong and weak points, comprehending their knowledge gaps, and d) assigning students to specific levels or sections within a language program based on their competencies. Likewise, Lambert and Lines (2001) state that assessment serves four functions: *certification, evaluative roles, formative and summative*. The primary aim of assessment is to facilitate the selection of learners according to their qualifications, a function known as the *certification* role. Secondly, within the *evaluation* role, the objective involves forming judgments about quality or effectiveness either on an individual or institutional level. Finally, the *formative* aspect of assessment pertains to the feedback obtained from evaluations that indicate learners' advancement, aiming to enhance future learning. Conversely, the *summative* aspect of assessment furnishes insights into the level of learner accomplishment at specific intervals or upon program completion.

Carr (2011) and Green (2014) have both provided a similar clarification regarding the purposes of assessment. Green (2014) points out that assessment serves to gather data of two distinct types: educational assessment and proficiency assessment. The educational assessment focuses on language learning and takes place within educational settings, such as language programs in schools. The proficiency assessment, on the other hand, involves evaluating the progress towards learning objectives to determine an individual's language proficiency against predetermined standards. Carr (2011) proposes that assessment data contributes to decision-making, categorized into curriculum-related and other types of decisions. Curriculum-related decisions encompass aspects like *admission, placement, diagnostics, progress, and achievement tests*. These decisions are aligned with specific teaching/learning curricula. To summarize, it is possible to observe that there are many intersection points of the purposes of assessment from different scholars. Although they are given in different words, concepts like progress, evaluation and certification stand out.

2.4 Assessment Literacy

Assessment literacy refers to the ability of instructors to comprehend the objectives of assessments, employ suitable assessment techniques and instruments, conduct assessments effectively, and derive meaningful insights from assessment outcomes (Inbar-Lourie, 2008). This competence also encompasses the capacity to utilize assessment data to inform instructional or institutional modifications (Boyles,2005). According to Stiggins (1991) within a typical classroom setting, approximately half of the instructional duration is allocated to tasks associated with evaluation and assessment. Popham (2011) views assessment as an integral part of teachers' daily duties, emphasizing the necessity for instructors to possess assessment literacy to meet these obligations effectively. Importance of the assessment is clear from these statements. Coombe et al. (2012) highlights the significance of cultivating assessment literacy as it empowers instructors to enhance their teaching by effectively utilizing assessment information and selecting appropriate assessment approaches for distinct objectives, such as evaluating achievements or determining placement. Consequently, in the context of preparing future teachers, assessment literacy should hold a similar level of importance as instructional proficiency. Despite these declarations, there is a widespread belief that teachers do not possess the necessary qualifications in assessment literacy. Stiggins (1991, p. 535) addresses this concern by remarking that "We are a nation of assessment illiterates". Plake (1993) associates teachers' insufficient pre-service training as the cause of their insufficient understanding in assessment matters. To conclude, it is clear that assessment literacy needs more recognition since it is one of the central aspects of the teaching process. It is a process that is constantly growing and evolving. There is a need to be updated and adjusted by the instructors all the time since the learners and their needs are constantly evolving as well.

2.5 Language Assessment Literacy

Language Assessment Literacy (LAL), an extension of the concept of assessment literacy (Stiggins,1991), is a term widely used in the field of general education. It primarily refers to the knowledge and competencies required for conducting assessment-related activities. Inbar-Lourie (2008) defines assessment literacy as the ability to critically question and answer inquiries related to assessment purposes, the appropriateness of assessment tools, testing conditions, and the implications of

assessment results. LAL encompasses most aspects of assessment literacy but distinguishes itself by necessitating additional proficiencies specific to language assessment, such as designing, administering, interpreting, utilizing, and reporting language assessment data for various purposes (Inbar-Lourie, 2013). The concept of LAL is relatively new, and research in the field of assessment literacy is still in its early stages (Fulcher, 2012). Consequently, the theoretical framework of LAL, both in general and for instructors and other stakeholders, remains a subject of ongoing exploration. This is because the practice of assessment is shaped by the unique dynamics of different contexts (Giraldo, 2021; Stabler-Havener, 2018). However, irrespective of the stakeholder group or context, LAL necessitates a mastery of essential components, including knowledge about language, assessment, the specific context, and the ability to facilitate various assessment-related processes, such as designing assessments, collecting data, administering tests, and interpreting results, all while adhering to ethical standards (Inbar-Lourie, 2013). The level of assessment literacy can vary among stakeholders depending on their specific context and their degree of involvement in assessment activities (Taylor, 2009). Jeong (2013) sought to determine whether LAL differs between two distinct stakeholder groups: language testers and non-language testers, based on the content of their training in testing and assessment. Despite minimal differences in course structures and content, language testers tended to emphasize theoretical and statistical aspects, while non-language testers placed greater value on the practical aspects of assessment, such as classroom and alternative assessment methods. Thus, LAL requirements may differ among stakeholders based on their interests and roles in testing and assessment, but a foundational understanding of LAL remains essential for all stakeholders. Taylor (2009) states this by emphasizing that training in assessment literacy should strike a balance between technical expertise, practical skills, theoretical knowledge, and a solid understanding of assessment's role in education and society, all within the context of their specific roles and responsibilities.

2.6 Importance of LAL

Due to the close connection between teaching and assessment, instructors find themselves engaged in both aspects of the educational process. They are responsible for various tasks, including determining the course content, selecting appropriate teaching methods and materials, tailoring their approach to meet the needs of their

students, and monitoring learners' progress and achievements (Rea-Dickins, 2004). Consequently, teachers have a dual role, encompassing both teaching and assessment (Inbar-Lourie, 2008; Rea-Dickins, 2004). This dual role places a demand on teachers to acquire a deeper understanding of assessment-related matters. This not only enables them to conduct more effective assessments but also empowers them to evaluate their own teaching and design assessments that inspire and engage learners in the learning process (Rogier, 2014). A high level of Language Assessment Literacy (LAL) holds mutual benefits for both instructors and students, as it offers insights into both teaching and learning (Popham, 2009). To enhance instructional quality, student achievement, and the selection of appropriate assessment methods for specific purposes, instructors must develop their LAL (Coombe et al., 2012).

In a similar vein, Herrera and Macías (2015) propose that teachers should possess the capability to align their assessment practices with language teaching approaches, create suitable assessments, select the most appropriate assessment methods for their goals, and recognize the impact of large-scale examinations, provided they have a strong LAL competency. Furthermore, when considering the importance of accountability, especially in effectively communicating assessment results with relevant stakeholders, LAL contributes to increased test validity and greater transparency in assessment procedures (Coombe et al., 2012). Despite the acknowledged significance of LAL for teachers in the literature, it is often observed that they lack qualifications in assessment-related processes (Plake, 1993; Popham, 2009; Stiggins, 1991). Consequently, it becomes crucial for instructors to undergo training in testing and assessment procedures to enhance their understanding of assessment and cultivate their LAL (Popham, 2011). However, Herrera and Macías (2015) argue that while pre-service training programs are beneficial, they may not suffice as they often rely heavily on textbooks. Therefore, they recommend ongoing professional development initiatives for both pre-service and in-service teachers, encompassing alternative approaches to enhance teachers' LAL. These approaches may include workshops, conferences, study groups, and research projects that incorporate the latest developments in LAL and can be adapted to the specific needs and educational contexts of teachers.

2.7 Language Assessment Knowledge and Practice

The literature emphasizes that teachers must possess language assessment expertise to effectively carry out assessment-related procedures and enhance the quality of language education (Coombe, Vafadar, & Mohebbi, 2020). Xu and Brown (2016) have illustrated this knowledge as the foundation in their TALiP (Teacher Assessment Literacy in Practice) conceptual framework, depicted at the base of a pyramid figure. This knowledge base serves as the underpinning for the other components within their framework, which they have meticulously developed by examining a wide array of both empirical and non-empirical research on teacher assessment literacy. In their comprehensive analysis and synthesis, TALiP is visualized in a pyramid figure comprising seven integral components. From the bottom upwards, these components include the knowledge base, interpretive and guiding framework, teacher conceptions of assessment, contextual factors (macro - socio-cultural, micro - institutional), teacher assessment literacy in practice, teacher learning, and assessor identity (re)construction. Although the knowledge base alone may be deemed insufficient for effective assessment literacy in practice, it remains a vital element that plays a significant role in shaping assessment practices and the teacher's role as an assessor. As a result, the content covered in training programs and professional development initiatives should aim to expand teachers' understanding and application of assessment in alignment with contemporary approaches and policies, taking into consideration the diverse educational contexts (Coombe et al., 2020).

Similarly, while there is a growing emphasis on the significance of social and contextual perspectives in assessment, which is believed to influence assessment literacy and practices (Yan et al., 2018), it is important to recognize that assessment inherently contains a universal body of knowledge that should not be reduced solely to the perspectives of individuals or groups (Fulcher, 2012). Consequently, without establishing a shared understanding of the foundational knowledge of assessment, evaluating the appropriateness of assessment practices becomes futile, as the assessment criteria or standards remain unclear. This lack of clarity can ultimately hinder the effectiveness of the teaching and learning process (Fulcher, 2012). In the aforementioned definitions of assessment, it is evident that assessment serves as a manifestation of theoretical knowledge in practical assessment procedures (Malone, 2013). Therefore, it is vital for instructors to possess not only an understanding of

assessment but also the ability to apply this knowledge effectively in their teaching practices.

2.8. Studies on Language Assessment Literacy/Knowledge

Assessing language proficiency plays an essential role in language education. Consequently, language instructors must possess specific knowledge and abilities to carry out effective assessment practices, with the aim of enhancing the learning process. While Fulcher (2012) initially noted that research on LAL was in its infancy, there has been a growing interest among researchers in this field. Despite a considerable number of studies on LAL, there is still a need for a comprehensive review from various perspectives, as highlighted by Coombe et al. (2020). Research on LAL has explored areas such as language assessment knowledge, training requirements, factors influencing LAL, perceptions, and practical implementation.

Numerous researchers have sought to identify the needs of EFL teachers in relation to their LAL. Tavassoli and Farhady (2018) conducted a needs analysis, focusing on LAK, with the objective of identifying gaps in EFL teachers' understanding of language assessment based on their personal perceptions. Factors such as age, gender, teaching experience, type of undergraduate degree, educational background, pre-service training, and the type of institution where they teach were considered. The findings indicated that many teachers recognized the essential components of assessment but still required improvement in their LAK. Notably, teachers with a master's degree placed greater emphasis on assessment principles like validity, suggesting that their educational background influenced their perceptions and preferences. Furthermore, teachers' perceptions of their assessment needs varied based on their teaching context, whether in state or foundation institutions.

Building on their needs analysis, Farhady and Tavassoli (2018) developed a knowledge test to assess EFL teachers' actual LAK levels, as opposed to their self-perceived knowledge of language assessment. This test was administered to 164 Iranian EFL teachers with diverse levels of experience, educational backgrounds, and teaching contexts (foundation or state institutions). The results revealed that EFL teachers' LAK levels were inadequate compared to their self-perceived levels. Gender and the type of undergraduate degree (English language teaching, English literature, or other fields) appeared to influence teachers' LAK levels to some extent. Additionally, teaching

context (state/foundation) and experience levels favored more experienced teachers and those in state institutions.

In the final study of their research sequence on LAK, Farhady and Tavassoli (2021) aimed to understand how EFL teachers at primary, secondary, and tertiary levels perceived their LAK and applied this knowledge in their teaching. They conducted interviews with 21 EFL teachers who had been classified into high and low LAK groups based on the LAK test developed in their previous study (Farhady & Tavassoli, 2018). These interviews revealed that both high and low LAK teachers considered their LAK insufficient to address current trends in language assessment, despite having a basic understanding of assessment concepts. Consequently, there were no significant differences in their LAK perceptions based on their proficiency level. When comparing the utilization of assessment in their classroom practices, there were minimal differences between the high and low LAK groups, with both groups employing various assessment techniques and tools to assess language skills and interpreting results to improve students' weak areas, while overlooking issues of reliability and validity. However, analysis of the test samples used by EFL teachers indicated that the low LAK group employed a limited range of task types, such as gap-filling and sentence completion, whereas the high LAK group utilized tasks such as editing, question/answer, true/false items, matching exercises, gap-filling, and multiple-choice questions.

In conclusion, having a higher level of LAK had a noticeable impact on how EFL teachers applied their knowledge in assessment, particularly in the development of tests. Nevertheless, the study revealed that EFL teachers often did not effectively translate their LAK into their assessment practices, regardless of their level of knowledge.

Fulcher's (2012) research project had the primary goal of examining the needs of language teachers in the context of testing and assessment. The objective was to contribute to the concept of AL and provide valuable resources for language education programs by developing new materials. To achieve these aims, he designed a survey that underwent a pilot phase with 24 international language teachers. Following revisions to the initial survey, it was administered to a larger group of 278 language teachers and participants interested in language assessment through an online survey. This comprehensive survey covered four key areas: large-scale standardized testing,

test design and development, validity and reliability, and classroom testing and its impact on teaching practices.

The results of the survey demonstrated that teachers were acutely aware of their needs, encompassing skills, knowledge, and principles based on a procedural approach that seeks to balance classroom-based and standardized assessments within a broader social, historical, and ethical context. Furthermore, participants emphasized the importance of practical considerations in textbooks, including the inclusion of a glossary, various activities, and additional resources, such as website links. Fulcher's (2012) study led to an expanded definition of AL, encompassing practices, principles, and contextual aspects.

In a similar vein, Vogt and Tsagari (2014) aimed to determine the needs of EFL teachers in the domain of language testing and assessment, particularly in terms of their perceived LAL and their experiences with pre- and in-service training. They conducted a mixed-methods research study, including a questionnaire administered to 853 participants from seven different European countries, including Turkey, as well as interviews with 63 participants from Greece, Germany, and Cyprus. The findings revealed that the LAL level of teachers was unsatisfactory, mainly due to the absence of adequate or limited training in this field. Teachers expressed a pressing need for training, particularly concerning assessment purposes such as grading, student placement, and certificate issuance. They did not feel competent in evaluating the quality of assessment tools based on the principles of reliability and validity. Furthermore, teachers' assessment practices were influenced by their prior experiences, largely shaped by their daily responsibilities outlined in educational policies. Despite this familiarity, teachers still expressed a desire for further training in assessment practices.

In accordance with the findings from their prior research, Tsagari and Vogt (2017) extended their investigation into how EFL teachers in primary and secondary schools in Germany, Cyprus, and Greece use assessment methods. Data collected from 63 EFL teachers revealed that these educators tended to rely on traditional assessment methods like written tests for reading and writing skills due to the prevailing assessment practices in their respective contexts. Unfortunately, speaking skills were often overlooked in the assessment process. Teachers primarily offered feedback by addressing errors identified in test results, typically providing individual feedback and

using it to adapt and refine their course materials. Notably, portfolios, peer and self-assessment methods, and rubrics were not widely incorporated into the assessment practices of EFL teachers, despite their awareness of these tools. In conclusion, the pre-service education these teachers received did not adequately prepare them to understand and employ language testing and assessment methods, highlighting the need for more in-service training as part of their professional development. Yan et al. (2018) emphasized the role of contextual and experiential factors in developing LAL among EFL teachers. Their analysis, based on data collected from middle school EFL teachers in China, demonstrated that factors such as the assessment context, teachers' training experiences, assessment practices, and knowledge and training needs contributed to the development of EFL teachers' LAL. Contextual factors, influenced by assessment policies, cultural expectations, and institutional and stakeholder pressures, led to a testing-centric approach to assessment practices and needs. Consequently, EFL teachers developed their LAL in technical aspects of assessment, including item creation, item analysis, reliability, and communication of results to stakeholders, based on their practical experiences. In summary, the type, educational level, and location of the school potentially shape EFL teachers' LAL in terms of their knowledge, practices, and training requirements. Another study conducted in China by Xu and Brown (2017) investigated the assessment literacy of Chinese EFL teachers and whether factors such as their experiences, training, educational background, and gender influenced their assessment literacy. The study revealed that Chinese EFL teachers generally had inadequate assessment literacy due to insufficient training in both pre-service and in-service education, a lack of clear criteria for assessment literacy, and the absence of quality standards for assessment practices. Additionally, the study found no significant impact on teachers' assessment literacy based on their age, gender, educational background, or experience.

CHAPTER III

METHODOLOGY

3.1 Introduction

This study aims to identify Turkish EFL instructors' assessment literacies and study their awareness of self-knowledge on assessment. Accordingly, this study also aims to inquire the consequences of instructors' awareness of assessment knowledge on their learning and teaching performance. The purpose of this study is also to determine the different levels of literacies among EFL instructors in foundation universities in İstanbul/Turkey. This study focuses on identifying potential gaps and chasms in the learning context.

3.2 Research Design

A mixed method research design is used to carry out this research. Mixed methods research blends aspects of both quantitative and qualitative research approaches to address research query. Utilizing mixed methods can provide a more comprehensive perspective compared to conducting either a purely quantitative or a purely qualitative study, as it combines the advantages of both methodologies (George, 2023). Additionally, it enables the researcher to engage with discoveries that are not limited to a single type of research, thereby enhancing the overall research (Creswell, 2014). In this research, a mixed-methods approach is employed to gather data from EFL instructors who are employed in preparatory schools affiliated with foundation universities. The aim is to acquire insights into their expertise in language assessment knowledge and literacy and their awareness of these.

According to George (2023), integrating both types of data offer the advantage of harnessing the detailed and context-specific insights inherent in qualitative data alongside the broader, externally applicable insights of quantitative data. Frequently, the strengths of one type of data can offset the limitations of the other. For instance, exclusive reliance on quantitative research may encounter challenges in capturing the nuanced lived experiences of participants. By introducing qualitative data, this deficiency is addressed, enriching the depth, and understanding of quantitative results. On the other hand, relying solely on qualitative studies may limit the generalizability

of findings, as they primarily reflect the experiences of the participants. Integrating quantitative data can serve to validate and extend the applicability of qualitative discoveries. This study employs the "Teachers' Questionnaire," a survey developed by Vogt and Tsagari (2014), to collect data. The utilization of a globally established questionnaire enhances the credibility and dependability of the questionnaire items. The survey demonstrated strong internal consistency, as indicated by Cronbach's alpha coefficient, which ranged from .80 to .93 for the individual scales (Vogt & Tsagari, 2014) The chosen questionnaire aligns well with the research objectives. Along with the questionnaire, several semi-structured interviews were conducted with the EFL instructors at foundation universities in İstanbul/Turkey.

3.3 Setting

This research was conducted among EFL instructors employed at English Preparatory Schools within foundation universities located in Istanbul. Given that many departments in these universities deliver instruction in English, participation in Preparatory Schools is mandatory for students unless they pass a proficiency exam or provide a valid proficiency certification. Preparatory Schools play a critical role because departmental courses are also conducted in English. Consequently, the roles of instructors working in English Preparatory Schools are pivotal in ensuring the successful completion of the program by their students. In light of this, the language assessment expertise and literacy of these instructors in English Preparatory Schools take on significant importance in preparing their students for English-based instruction within their respective departments. LAL and LAK difference between male and female participants is not added to the study since there is not a rational distribution between male (12) and female (44) participants.

3.4 Participants

This study was carried out involving 56 EFL Preparatory School instructors who are presently employed in Preparatory Schools affiliated with foundation universities located in Istanbul, Turkey. The descriptive statistics of the participants are presented in Table 3.1.

Table 3.1: Descriptive Statistics of the Participants

		n	%
Gender	Male	12	21.4%
	Female	44	78.6%
Age	20-25	5	8.9%
	26-30	22	39.3%
	31-35	13	23.2%
	36+	16	28.6%
Years Of Experience at Prep School	0-5	31	55.4%
	6-10	16	28.6%
	11-15	6	10.7%
	16+	3	5.4%
Degree of Education	Bachelor's degree	28	50.0%
	Master's degree	26	46.4%
	Doctorate	2	3.6%

Table 3.1 presents descriptive statistics of the 56 participants in this master's study, offering insights into the composition of the sample. In terms of gender, the study includes 12 male participants, constituting 21.4%, and 44 female participants, making up 78.6%. The age distribution indicates that 8.9% fall within the 20-25 age range, 39.3% are aged 26-30, 23.2% are aged 31-35, and 28.6% are 36 years or older. When considering years of experience at the prep school, 55.4% have 0-5 years, 28.6% have 6-10 years, 10.7% have 11-15 years, and 5.4% have 16 or more years. In terms of education, half of the participants (50%) hold a Bachelor's degree, 46.4% have a Master's degree, and 3.6% possess a Doctorate. These statistics provide a comprehensive overview of the participant demographics.

3.5 Data Collection Instrument

For this study "Teachers' Questionnaire" was used which was prepared and executed by Vogt and Tzagari (2014). The original questionnaire is mostly intact; however, some

parts at the basic information of the subjects are omitted since the study is local and details are not needed. There are three parts in the questionnaire: Part 1. General Information, Part 2. Questions About Training in Language Testing Assessment (Classroom-Focused LTA and Purposes of Testing) and Part 3 Content and Concepts of LTA. In the first part, there are 8 questions to get information about the participants' demographic situations. The second part includes 12 questions with a three-point Likert-type rating scale where 1 represents *not at all*, 2 represents *A little (1-2 days)* and 3 represents *More Advanced*. Last 6 questions of the second part have a different scale where 1 represents *None*, 2 represents *Yes, basic training* and 3 represents *Yes, more advanced training*. In the first 6 questions of the questionnaire, subjects are asked if they were trained while the last 6 questions ask if they need training in the same area. The third part of the questionnaire has the same structure as the second part. This part includes 8 questions (First and fifth question have 5 subsections) with a three-point Likert-type rating scale. Along with the questionnaire, semi-structured interview questions will be asked to 10 participants.

3.6. Data Analysis Procedures

The information gathered from the surveys was processed using SPSS. The assessment literacy and knowledge were determined by using descriptive statistics. For the semi-structured interviews, content analysis was employed to examine instructors' viewpoints, following Creswell's analytical procedures. The answers were read for the enhanced understanding and interpretation. Additionally, the responses were organized into distinct themes that frequently appeared, providing a comprehensive understanding of assessment literacy.

CHAPTER IV

FINDINGS & DISCUSSION

4.1. Introduction

This section provides both quantitative and qualitative data and discoveries from the research. Initially, quantitative data collected through SPSS is presented. The frequency and chi square method is used to analyze the data. The first segment involves the frequency rates of the answers for the questionnaire. Subsequently, descriptive analyses are applied to level of experience and education. The presentation of each set of data aligns with the corresponding research question. In the second part, we delve into the qualitative data obtained from semi-structured interviews conducted with 10 instructors. This analysis aims to uncover the instructors' perspectives on assessment literacy and knowledge.

4.2. Findings of Quantitative Data

In this chapter, the results of the "Teachers' Questionnaire" for the current study will be elucidated. The researcher utilized the items in this questionnaire to address the research queries outlined below:

- 1) What are the language assessment knowledge (LAK) and language assessment literacy (LAL) awareness among language instructors?
- 2) Do the language assessment knowledge and literacies (LAK & LAL) of language instructors differ according to their teaching experience?
- 3) Do the language assessment knowledge and literacies (LAL) of instructors differ according to their level of education?

To gather data for this research, a three-point Likert-type rating scale questionnaire was employed, administered to 56 EFL instructors employed in English Preparatory Schools across various foundation universities in Istanbul, Turkey. Subsequent chapters will delve into the outcomes for each research question, presenting findings through tables, numerical data, and accompanying comments.

4.2.1. Research Question#1 What are the language assessment knowledge (LAK) and language assessment literacy (LAL) awareness among language instructors?

Participants of this study have answered items on the questionnaire which examine their assessment level and literacy. There are three main chapters in this questionnaire: Classroom-focused Language Testing Assessment, Purposes of Language Testing Assessment and Concepts of Language Testing Assessment.

Table 4.1 shows the frequencies of classroom focused language testing assessment in terms of receiving training.

Table 4.1: Classroom-focused Language Testing Assessment

Please specify if you were trained before or have been training now in the following domains. (Classroom-focused Language Testing Assessment)	Not at all		A little (1-2 days)		More Advanced	
	n	%	n	%	n	%
Preparing classroom tests	9	16.1%	23	41.1%	24	42.9%
Using ready-made test from textbook packages or from other sources	2	3.6%	22	39.3%	32	57.1%
Giving feedback to students based on the information from tests/assessment	3	5.4%	19	33.9%	34	60.7%
Using self or peer assessment	7	12.5%	19	33.9%	30	53.6%
Using informal, continuous, non-test type of assessments	10	17.9%	23	41.1%	23	41.1%
Using the European Language Portfolio, an adaptation of it or some other form of portfolio assessment	13	23.2%	17	30.4%	26	46.4%

The data presented in Table 4.1 reveals that while a significant proportion of language instructors have received "More Advanced" training (42.9%), and a little training (41.1 %) in preparing classroom tests, a smaller amount of them (16.1 %) did not receive any training. The second domain was using ready-made tests from textbook packages or other sources. Whereas large number of instructors (57.1%) stated receiving a more advanced training and a little training (39.3 %), a very small proportion of them (3.6 %) was not trained for using ready-made tests from textbook packages or from other sources. Giving feedback to students based on test/assessment information (60.7%),

using self or peer assessment (53.6%), using informal, continuous, non-test type of assessments (41.1%), and using the European Language Portfolio or an adaptation of it (46.4%). Conversely, a smaller percentage of instructors indicated "Not at all" or "A little" training in the aforementioned domains. For instance, 16.1% of instructors reported "Not at all" training in preparing classroom tests, while 41.1% reported "A little" training. Similarly, 3.6% reported "Not at all" training in using ready-made tests, while 39.3% reported "A little" training.

The data suggests that there is a varied distribution of training levels among language instructors in the domain of classroom-focused language testing assessment. While a considerable proportion of instructors have received "More Advanced" training in certain aspects, there are also notable percentages of instructors with lower levels of training in these domains. To further understand the implications of these findings, it would be beneficial to conduct additional analyses to explore potential correlations between the level of training and instructors' assessment practices, as well as to investigate the impact of training on student outcomes. Additionally, examining the specific content and quality of the training received by instructors in these domains could provide valuable insights into areas for improvement and professional development.

Table 4.2 shows the frequencies of classroom focused language testing assessment in terms of needing training.

Table 4.2: Classroom-focused Language Testing Assessment

Please specify if you think you need training in the following domains. (Classroom-focused Language Testing Assessment)	None		Yes, basic training		Yes, more advanced training	
	n	%	n	%	n	%
Preparing classroom tests	14	25.0%	19	33.9%	23	41.1%
Using ready-made test from textbook packages or from other sources	27	48.2%	19	33.9%	10	17.9%
Giving feedback to students based on the information from tests/assessment	27	48.2%	12	21.4%	17	30.4%
Using self or peer assessment	21	37.5%	20	35.7%	15	26.8%
Using informal, continuous, non-test type of assessments	17	30.4%	17	30.4%	22	39.3%

Using the European Language Portfolio, an adaptation of it or some other form of portfolio assessment	14	25.0%	19	33.9%	23	41.1%
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The data presented in Table 4.2 reveals that a notable proportion of language instructors perceive a need for "more advanced training" in preparing classroom tests (41.1%), using ready-made tests from textbook packages or other sources (17.9%), giving feedback to students based on test/assessment information (30.4%), using self or peer assessment (26.8%), using informal, continuous, non-test type of assessments (39.3%), and using the European Language Portfolio or an adaptation of it (41.1%).

Conversely, a smaller percentage of instructors indicated "None" or a need for "basic training" in the aforementioned domains. For instance, 25.0% of instructors reported "None" perceived need for training in preparing classroom tests, while 33.9% reported a need for "basic training.". 48.2% reported "None" perceived need for training in using ready-made tests, while 33.9% reported a need for "basic training." The data suggests that there is a varied distribution of perceived training needs among language instructors in the domain of classroom-focused language testing assessment. While a considerable proportion of instructors perceive a need for "more advanced training" in certain aspects, there are also notable percentages of instructors with lower perceived training needs in these domains.

Table 4.3 shows the frequencies of purposes of language testing assessment in terms of receiving training.

Table 4.3: Purposes of Language Testing Assessment

Please specify if you were trained before in the following domains. (Purposes of Language Testing Assessment)	Not at all		A little (1-2 days)		More Advanced	
	n	%	n	%	n	%
	Giving grades	3	5.4%	21	37.5%	32
Finding out what needs to be taught/ learned	6	10.7%	15	26.8%	35	62.5%
Placing students onto courses, programs, etc.	11	19.6%	19	33.9%	26	46.4%
Using different types and varieties of assessment	7	12.5%	23	41.1%	26	46.4%

The data presented in Table 4.3 reveals that a significant proportion of language instructors have received "More Advanced" training in giving grades (57.1%), finding out what needs to be taught/learned (62.5%), placing students onto courses, programs, etc. (46.4%), and using different types and varieties of assessment (46.4%). Conversely, a smaller percentage of instructors indicated "Not at all" training in the aforementioned domains. For instance, 5.4% of instructors reported "Not at all" training in giving grades, while 37.5% reported "A little" training. Similarly, 10.7% reported "Not at all" training in finding out what needs to be taught/learned, while 26.8% reported "A little" training. The data suggests that there is a varied distribution of training levels among language instructors in the domains related to the purposes of language testing assessment. While a considerable proportion of instructors have received "More Advanced" training in certain aspects, there are also notable percentages of instructors with lower levels of training in these domains.

Table 4.4 shows the frequencies of purposes of language testing assessment in terms of needing training.

Table 4.4: Purposes of Language Testing Assessment

Please specify if you think you need training in the following domains. (Purposes of Language Testing Assessment)	None		Yes, basic training		Yes, more advanced training	
	n	%	n	%	n	%
Giving grades	33	58.9%	9	16.1%	14	25.0%
Finding out what needs to be taught/ learned	31	55.4%	10	17.9%	15	26.8%
Placing students onto courses, programs, etc.	21	37.5%	19	33.9%	16	28.6%
Using different types and varieties of assessment	19	33.9%	15	26.8%	22	39.3%

The data presented in Table 4.4 reveals that in the context of giving grades, the majority (58.9%) of instructors feel confident without additional training, while 16.1% seek basic training, and 25% express a need for more advanced training. Regarding finding out what needs to be taught/learned, 55.4% believe they do not need training, while 17.9% opt for basic training, and 26.8% express a preference for more advanced training. In the placement of students onto courses, programs, etc., 37.5% do not feel

the need for training, whereas 33.9% seek basic training, and 28.6% express a preference for more advanced training. Lastly, in using different types and varieties of assessment, 33.9% feel confident without training, 26.8% seek basic training, and 39.3% express a need for more advanced training. Overall, while a majority feels proficient in certain aspects, a notable proportion of instructors acknowledges a need for both basic and more advanced training across different purposes of language testing assessment.

Table 4.5 shows the frequencies of content and concepts of language testing assessment in terms of receiving training.

Table 4.5: Content and Concepts of Language Testing Assessment

Please specify if you were trained before in the distinction and application of following domains.	Not at all		A little (1-2 days)		More Advanced	
	n	%	n	%	n	%
Testing and assessing receptive skills (Reading/listening)	5	8.9%	23	41.1%	28	50.0%
Testing and assessing productive skills (Speaking/Writing)	6	10.7%	19	33.9%	31	55.4%
Testing and assessing micro linguistic aspects (Grammar/vocabulary)	9	16.1%	22	39.3%	25	44.6%
Integrated language skills	8	14.3%	21	37.5%	27	48.2%
Testing and assessing aspects of culture	19	33.9%	16	28.6%	21	37.5%
Establishing reliability of tests/assessment	9	16.1%	27	48.2%	20	35.7%
Establishing validity of tests/assessment	8	14.3%	27	48.2%	21	37.5%
Using statistics and qualitative evaluation to study the quality of tests/assessment	16	28.6%	23	41.1%	17	30.4%

The data presented in Table 4.5 reveals that a significant proportion of language instructors have received "More Advanced" training in testing and assessing productive skills (55.4%), testing and assessing integrated language skills (48.2%), establishing reliability of tests/assessment (35.7%), and establishing validity of tests/assessment (37.5%). Conversely, a smaller percentage of instructors indicated "Not at all" or "A little" training in the aforementioned domains. For instance, 8.9% of instructors reported "Not at all" training in testing and assessing receptive skills

(reading/listening), while 41.1% reported "A little" training. Similarly, 10.7% reported "Not at all" training in testing and assessing productive skills (speaking/writing), while 33.9% reported "A little" training. The findings suggests that there is a varied distribution of training levels among language instructors in the domains related to the content and concepts of language testing assessment. While a considerable proportion of instructors have received "More Advanced" training in certain aspects, there are also notable percentages of instructors with lower levels of training in these domains.

Table 4.6. shows the frequencies of content and concepts of language testing assessment in terms of needing training.

Table 4.6: Content and Concepts of Language Testing Assessment

Please specify if you think you need training in the distinction and application of following domains.	None		Yes, basic training		Yes, more advanced training	
	n	%	n	%	n	%
Testing and assessing receptive skills(reading/listening)	19	33.9%	13	23.2%	24	42.9%
Testing and assessing productive Skills (Speaking/Writing	20	35.7%	10	17.9%	26	46.4%
Testing and assessing micro linguistic aspects (grammar/vocabulary)	15	26.8%	17	30.4%	24	42.9%
Integrated language skills	14	25.0%	18	32.1%	24	42.9%
Testing and assessing aspects of culture	13	23.2%	18	32.1%	25	44.6%
Establishing reliability of tests/assessment	15	26.8%	16	28.6%	25	44.6%
Establishing validity of tests/assessment	15	26.8%	17	30.4%	24	42.9%
Using statistics and qualitative evaluation to study the quality of tests/assessment	15	26.8%	15	26.8%	26	46.4%

Based on the data presented in Table 4.6, it is evident that a substantial proportion of language instructors perceive a need for further training in various domains related to the content and concepts of language testing assessment. The data reveals that a notable proportion of language instructors perceive a need for "more advanced training" in several domains, including testing and assessing receptive skills (42.9%), testing and assessing productive skills (46.4%), testing and assessing micro linguistic

aspects (42.9%), integrated language skills (42.9%), testing and assessing aspects of culture (44.6%), establishing reliability of tests/assessment (44.6%), establishing validity of tests/assessment (42.9%), and using statistics and qualitative evaluation to study the quality of tests/assessment (46.4%). Conversely, a smaller percentage of instructors indicated "None" or a need for "basic training" in the aforementioned domains. For instance, 33.9% of instructors reported "None" perceived need for training in testing and assessing receptive skills (reading/listening), while 23.2% reported a need for "basic training." Similarly, 35.7% reported "None" perceived need for training in testing and assessing productive skills (speaking/writing), while 17.9% reported a need for "basic training." The results revealed that there is a substantial perceived need for further training among language instructors in the domains related to the content and concepts of language testing assessment. This indicates a potential opportunity for professional development initiatives aimed at addressing these training needs and enhancing the assessment literacy and knowledge of language instructors.

4.2.2. Research Question#2 Do the language assessment knowledge and literacies (LAK &LAL) of language instructors differ according to their teaching experience?

In this section, the correlation between the years of experience and assessment knowledge/literacy has been analyzed. There are three sections for the years of experience which are 0-5, 6-10 and 11-15. The chi square and frequency method were used in this section.

Table 4.7. shows the relationship between statements about receiving education on Classroom-Based Language Test Evaluation and Years of Experience at Prep School.

Table 4.7: Analysis of the relationship between statements about receiving education and Years of Experience at Prep School- Classroom-Based Language Test Evaluation

		Years Of Experience at Prep School						χ^2	p
		0-5		6-10		11-15			
		n	%	n	%	n	%		
Preparing classroom tests	Not at all	4	12.9%	4	25.0%	1	11.1%	2.880	0.578

	A little (1-2 days)	15	48.4%	4	25.0%	4	44.4%		
	More Advanced	12	38.7%	8	50.0%	4	44.4%		
Using ready-made test from textbook packages or from other sources	Not at all	2	6.5%	0	0.0%	0	0.0%	3.165	0.531
	A little (1-2 days)	14	45.2%	5	31.3%	3	33.3%		
	More Advanced	15	48.4%	11	68.8%	6	66.7%		
Giving feedback to students based on the information from tests/assessment	Not at all	1	3.2%	2	12.5%	0	0.0%	2.951	0.566
	A little (1-2 days)	12	38.7%	4	25.0%	3	33.3%		
	More Advanced	18	58.1%	10	62.5%	6	66.7%		
Using self or peer assessment	Not at all	4	12.9%	3	18.8%	0	0.0%	2.680	0.613
	A little (1-2 days)	12	38.7%	4	25.0%	3	33.3%		
	More Advanced	15	48.4%	9	56.3%	6	66.7%		
Using informal, continuous, non-test type of assessments	Not at all	5	16.1%	2	12.5%	3	33.3%	4.471	0.346
	A little (1-2 days)	14	45.2%	8	50.0%	1	11.1%		
	More Advanced	12	38.7%	6	37.5%	5	55.6%		
Using the European Language Portfolio, an adaptation of it or some other form of portfolio assessment	Not at all	7	22.6%	5	31.3%	1	11.1%	2.335	0.674
	A little (1-2 days)	10	32.3%	5	31.3%	2	22.2%		
	More Advanced	14	45.2%	6	37.5%	6	66.7%		

Table 4.7. presents an analysis of the relationship between statements about receiving an education and the years of experience at a prep school, specifically focusing on Classroom-Based Language Test Evaluation. In terms of preparing classroom tests, participants with more advanced experience (50.0% and 44.4% in the second and third

categories, respectively) show a significant difference compared to those with fewer years. Similarly, the use of ready-made tests displays a significant increase in more advanced experience categories (68.8% and 66.7%). Giving feedback to students based on test information is also more prevalent in the advanced experience groups (62.5% and 66.7%). The utilization of self or peer assessment and informal, continuous, non-test type assessments follows a similar pattern, with higher percentages in the more advanced experience categories. Furthermore, the use of the European Language Portfolio or similar tools sees increased adoption in the more advanced experience groups (37.5% and 66.7%). Overall, the p-values for each statement indicate significant relationships between educational practices and years of experience, emphasizing the evolving and more sophisticated teaching strategies employed by educators with greater experience at prep schools.

Table 4.8. shows the relationship between statements about needing education on Classroom-Based Language Test Evaluation and years of experience at preparatory schools.

Table 4.8: Analysis of the relationship between areas in need of education and Years of Experience at Prep School- Classroom-Based Language Test Evaluation

		Years Of Experience at Prep School						χ^2	p
		0-5		6-10		11-15			
		n	%	n	%	n	%		
Preparing classroom tests	None	8	25.8%	3	18.8%	3	33.3%	3.342	0.502
	Yes, basic training	13	41.9%	4	25.0%	2	22.2%		
	Yes, more advanced training	10	32.3%	9	56.3%	4	44.4%		
Using ready-made test from textbook packages or from other sources	None	14	45.2%	9	56.3%	4	44.4%	1.041	0.903
	Yes, basic training	12	38.7%	4	25.0%	3	33.3%		
	Yes, more advanced training	5	16.1%	3	18.8%	2	22.2%		
None		15	48.4%	7	43.8%	5	55.6%	3.272	0.513

Giving feedback to students based on the information from tests/assessment	Yes, basic training	8	25.8%	4	25.0%	0	0.0%		
	Yes, more advanced training	8	25.8%	5	31.3%	4	44.4%		
Using self or peer assessment	None	12	38.7%	5	31.3%	4	44.4%	3.459	0.484
	Yes, basic training	12	38.7%	7	43.8%	1	11.1%		
	Yes, more advanced training	7	22.6%	4	25.0%	4	44.4%		
Using informal, continuous, non-test type of assessments	None	10	32.3%	2	12.5%	5	55.6%	7.788	0.100
	Yes, basic training	11	35.5%	6	37.5%	0	0.0%		
	Yes, more advanced training	10	32.3%	8	50.0%	4	44.4%		
Using the European Language Portfolio, an adaptation of it or some other form of portfolio assessment	None	9	29.0%	1	6.3%	4	44.4%	6.673	0.154
	Yes, basic training	11	35.5%	5	3.3%	3	33.3%		
	Yes, more advanced training	11	35.5%	10	62.5%	2	22.2%		

The table 4.8 presents the relationship between areas in need of education and years of experience at prep school in the context of classroom-based language test evaluation. The data is presented in percentages across different categories of years of experience at prep school (0-5, 6-10, 11-15) and the perceived need for different levels of training (None, Yes - basic training, Yes - more advanced training) in various areas of language assessment. In the domain of "Preparing classroom tests," the data shows that there is a higher percentage of respondents with 6-10 years of experience indicating a need for "basic training" (25.0%) compared to those with 0-5 years (18.8%) and 11-15 years (22.2%). This suggests that there may be a perceived need for foundational training in preparing classroom tests among those with mid-level experience. Similarly, in the domain of "Using ready-made tests from textbook packages or other sources," a higher percentage of respondents with 6-10 years of experience indicated a need for "more advanced training" (56.3%) compared to those with 0-5 years (16.1%) and 11-15 years (22.2%). This indicates a potential trend of increasing perceived need for advanced training in using ready-made tests with more experience. The data also reveals variations in the perceived need for training in giving feedback to students, using self or peer assessment, using informal, continuous, non-test type of assessments, and using the European Language Portfolio or its adaptation. These variations across

different areas of language assessment and levels of experience at prep school highlight the importance of targeted professional development and training programs to address the specific needs of language instructors at different stages of their careers. Overall, there is a correlation between using informal, continuous, non-test type of assessments, using the European Language Portfolio, an adaptation of it or some other form of portfolio assessment and years of experience. This highlights the importance of tailored professional development programs to address the specific needs of language instructors at different career stages.

Table 4.9. shows the relationship between statements about receiving education on Purposes of Language Test Assessment and years of experience at prep School.

Table 4.9: Analysis of the relationship between statements about receiving education on purposes of language testing assessment and years of experience in preparatory Schools

		Years Of Experience at Prep School						χ^2	p
		0-5		6-10		11-15			
		n	%	n	%	n	%		
Giving grades	Not at all	3	9.7%	0	0.0%	0	0.0%	5.427	0.246
	A little (1-2 days)	14	45.2%	4	25.0%	3	33.3%		
	More Advanced	14	45.2%	12	75.0%	6	66.7%		
Finding out what needs to be taught/ learned	Not at all	5	16.1%	1	6.3%	0	0.0%	6.499	0.165
	A little (1-2 days)	11	35.5%	2	12.5%	2	22.2%		
	More Advanced	15	48.4%	13	81.3%	7	77.8%		
Placing students onto courses, programs, etc.	Not at all	8	25.8%	2	12.5%	1	11.1%	3.786	0.436
	A little (1-2 days)	12	38.7%	4	25.0%	3	33.3%		
	More Advanced	11	35.5%	10	62.5%	5	55.6%		

Using different types and varieties of assessment	Not at all	4	12.9%	1	6.3%	2	22.2%	5.123	0.275
	A little (1-2 days)	11	35.5%	10	62.5%	2	22.2%		
	More Advanced	16	51.6%	5	31.3%	5	55.6%		

Based on the data presented in Table 4.9, the analysis of the relationship between statements about receiving an education and years of experience in preparatory school in the context of the purposes of language test assessment reveals several notable patterns. In the domain of "Giving grades," the data presented in Table 6.1 indicates that a higher percentage of respondents with 6-10 years of experience and 11-15 years of experience indicated receiving "More Advanced" training (75.0% and 66.7% respectively) compared to those with 0-5 years of experience (45.2%). This suggests a potential trend of increase for advanced training in giving grades with more experience. Similarly, in the domain of "Finding out what needs to be taught/learned," a higher percentage of respondents with 6-10 years of experience and 11-15 years of experience indicated having "More Advanced" training (81.3% and 77.8% respectively) compared to those with 0-5 years of experience (48.4%). This demonstrates a potential trend of increase for advanced training in finding out what needs to be taught/learned with more experience. The data also reveals variations in the receiving education for training in placing students onto courses, programs, etc., and using different types and varieties of assessment across different levels of experience at preparatory school.

Table 4.10. shows the relationship between statements about needing education on Purposes of Language Test Assessment and years of experience at prep School.

Table 4.10: Analysis of the relationship between areas where training is needed on purposes of language testing assessment and years of experience at preparatory schools.

		Years Of Experience at Prep School							
		0-5		6-10		11-15			
n	%	n	%	n	%	χ^2	p		

Giving grades	None	16	51.6%	11	68.8%	6	66.7%	2.586	0.629
	Yes, basic training	7	22.6%	1	6.3%	1	11.1%		
	Yes, more advanced training	8	25.8%	4	25.0%	2	22.2%		
Finding out what needs to be taught/learned	None	14	45.2%	10	62.5%	7	77.8%	4.656	0.324
	Yes, basic training	8	25.8%	2	12.5%	0	0.0%		
	Yes, more advanced training	9	29.0%	4	25.0%	2	22.2%		
Placing students onto courses, programs, etc.	None	9	29.0%	7	43.8%	5	55.6%	3.276	0.513
	Yes, basic training	12	38.7%	4	25.0%	3	33.3%		
	Yes, more advanced training	10	32.3%	5	31.3%	1	11.1%		
Using different types and varieties of assessment	None	12	38.7%	3	18.8%	4	44.4%	5.428	0.246
	Yes, basic training	9	29.0%	3	18.8%	3	33.3%		
	Yes, more advanced training	10	32.3%	10	62.5%	2	22.2%		

Based on the data presented in Table 4.9, the analysis of the relationship between areas where training is needed and years of experience at prep school in the context of the purposes of language testing assessment reveals several notable patterns. In the domain of "Giving grades," the data indicates that a higher percentage of respondents with 6-10 years of experience and 11-15 years of experience indicated a need for "basic training" (68.8% and 66.7% respectively) compared to those with 0-5 years of experience (22.6%). This suggests a potential trend of increasing perceived need for basic training in giving grades with more experience. Similarly, in the domain of "Finding out what needs to be taught/learned," a higher percentage of respondents with 6-10 years of experience and 11-15 years of experience indicated a need for "more advanced training" (62.5% and 77.8% respectively) compared to those with 0-5 years of experience (29.0%). This indicates a potential trend of increasing perceived need for advanced training in finding out what needs to be taught/learned with more experience.

The data also reveals variations in the perceived need for training in placing students onto courses, programs, etc., and using different types and varieties of assessment across different levels of experience at preparatory school. These variations highlight the importance of tailored professional development and training programs to address the specific needs of language instructors at different career stages. Overall, the data suggests that the perceived need for different levels of training in various areas of language test assessment varies across different levels of experience at preparatory school. This underscores the importance of targeted professional development and training programs to address the specific needs of language instructors at different career stages.

Table 4.11. shows the relationship between receiving training on content and concepts of language testing assessment and years of experience at preparatory schools.

Table 4.11: Analysis of the relationship between receiving training on content and concepts of language testing assessment and years of experience at preparatory schools.

		Years Of Experience at Prep School						χ^2	p
		0-5		6-10		11-15			
		n	%	n	%	n	%		
Testing and assessing receptive skills(reading/listening)	Not at all	4	12.9%	1	6.3%	0	0.0%	2.291	0.682
	A little (1-2 days)	13	41.9%	7	43.8%	3	33.3%		
	More Advanced	14	45.2%	8	50.0%	6	66.7%		
Testing and assessing productive Skills(Speaking/Writing)	Not at all	5	16.1%	1	6.3%	0	0.0%	6.173	0.187
	A little (1-2 days)	12	38.7%	6	37.5%	1	11.1%		
	More Advanced	14	45.2%	9	56.3%	8	88.9%		
Testing and assessing micro linguistic aspects (grammar/vocabulary)	Not at all	6	19.4%	2	12.5%	1	11.1%	0.703	0.951
	A little (1-2 days)	12	38.7%	6	37.5%	4	44.4%		

	More Advanced	13	41.9%	8	50.0%	4	44.4%		
Integrated language skills	Not at all	5	16.1%	2	12.5%	1	11.1%	2.816	0.589
	A little (1-2 days)	14	45.2%	5	31.3%	2	22.2%		
	More Advanced	12	38.7%	9	56.3%	6	66.7%		
Testing and assessing aspects of culture	Not at all	10	32.3%	6	37.5%	3	33.3%	1.782	0.776
	A little (1-2 days)	11	35.5%	3	18.8%	2	22.2%		
	More Advanced	10	32.3%	7	43.8%	4	44.4%		
Establishing reliability of tests/assessment	Not at all	4	12.9%	4	25.0%	1	11.1%	1.473	0.831
	A little (1-2 days)	15	48.4%	7	43.8%	5	55.6%		
	More Advanced	12	38.7%	5	31.3%	3	33.3%		
Establishing validity of tests/assessment	Not at all	4	12.9%	3	18.8%	1	11.1%	0.660	0.956
	A little (1-2 days)	15	48.4%	8	50.0%	4	44.4%		
	More Advanced	12	38.7%	5	31.3%	4	44.4%		
Using statistics and qualitative evaluation to study the quality of tests/assessment	Not at all	9	29.0%	5	31.3%	2	22.2%	1.092	0.896
	A little (1-2 days)	13	41.9%	7	43.8%	3	33.3%		
	More Advanced	9	29.0%	4	25.0%	4	44.4%		

The data in Table 4.11 presents the relationship between receiving training for specific language assessment skills and years of experience at a preparatory school. In the domain of "Testing and assessing receptive skills (reading/listening)," a higher percentage of respondents with 11-15 years of experience reported receiving more advanced training (66.7%) compared to those with 0-5 years (45.2%) and 6-10 years (50.0%). This suggests a potential trend of receiving advanced training in testing and

assessing receptive skills with more experience. Similarly, in the domain of "Testing and assessing productive skills (speaking/writing)," a higher percentage of respondents with 11-15 years of experience reported receiving more advanced training (88.9%) compared to those with 0-5 years (45.2%) and 6-10 years (56.3%). This indicates a potential trend of having advanced training in testing and assessing productive skills with more experience. The data also reveals variations in the possession of training in other language assessment skills such as testing and assessing micro linguistic aspects, integrated language skills, testing and assessing aspects of culture, establishing reliability of tests/assessment, establishing validity of tests/assessment, and using statistics and qualitative evaluation to study the quality of tests/assessment across different levels of experience at preparatory school. Overall, the data suggests that the perceived need for different levels of training in various language assessment skills varies across different levels of experience at preparatory school. This underscores the importance of targeted professional development and training programs to address the specific needs of language instructors at different career stages.

Table 4.12. shows the relationship between needing training on content and concepts of language testing assessment and years of experience at prep school.

Table 4.12: Analysis of the relationship between the need for training on content and concepts of language testing assessment and years of experience in the preparatory School

		Years Of Experience at Prep School						χ^2	p
		0-5		6-10		11-15			
		n	%	n	%	n	%		
Testing and assessing receptive skills(reading/listening)	None	12	38.7%	3	18.8%	4	44.4%	2.604	0.626
	Yes, basic training	7	22.6%	4	25.0%	2	22.2%		
	Yes, more advanced training	12	38.7%	9	56.3%	3	33.3%		
Testing and assessing productive Skills (Speaking/Writing)	None	12	38.7%	3	18.8%	5	55.6%	4.937	0.294
	Yes, basic training	6	19.4%	4	25.0%	0	0.0%		

	Yes, more advanced training	13	41.9%	9	56.3%	4	44.4%		
Testing and assessing micro linguistic aspects (grammar/vocabulary)	None	12	38.7%	2	12.5%	1	11.1%	5.485	0.241
	Yes, basic training	7	22.6%	6	37.5%	4	44.4%		
	Yes, more advanced training	12	38.7%	8	50.0%	4	44.4%		
Integrated language skills	None	10	32.3%	2	12.5%	2	22.2%	3.022	0.554
	Yes, basic training	8	25.8%	6	37.5%	4	44.4%		
	Yes, more advanced training	13	41.9%	8	50.0%	3	33.3%		
Testing and assessing aspects of culture	None	10	32.3%	2	12.5%	1	11.1%	3.765	0.439
	Yes, basic training	10	32.3%	5	31.3%	3	33.3%		
	Yes, more advanced training	11	35.5%	9	56.3%	5	55.6%		
Establishing reliability of tests/assessment	None	10	32.3%	3	18.8%	2	22.2%	1.151	0.886
	Yes, basic training	8	25.8%	5	31.3%	3	33.3%		
	Yes, more advanced training	13	41.9%	8	50.0%	4	44.4%		
Establishing validity of tests/assessment	None	9	29.0%	3	18.8%	3	33.3%	1.024	0.906
	Yes, basic training	9	29.0%	5	31.3%	3	33.3%		
	Yes, more advanced training	13	41.9%	8	50.0%	3	33.3%		
Using statistics and qualitative evaluation to study the quality of tests/assessment	None	9	29.0%	3	18.8%	3	33.3%	0.851	0.932
	Yes, basic training	8	25.8%	5	31.3%	2	22.2%		

Yes, more advanced training	14	45.2%	8	50.0%	4	44.4%
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The data in Table 4.12 presents the relationship between the need for training in certain skills and years of experience at a preparatory school. In the domain of "Testing and assessing receptive skills (reading/listening)," a higher percentage of respondents with 11-15 years of experience reported the need for more advanced training (33.3%) compared to those with 0-5 years (38.7%) and 6-10 years (56.3%). This suggests a potential trend of decreasing perceived need for advanced training in testing and assessing receptive skills with more experience. Similarly, in the domain of "Testing and assessing productive skills (speaking/writing)," a higher percentage of respondents with 11-15 years of experience reported the need for more advanced training (44.4%) compared to those with 0-5 years (41.9%) and 6-10 years (56.3%). This indicates a potential trend of increasing perceived need for advanced training in testing and assessing productive skills with more experience. The data also reveals variations in the perceived need for training in other language assessment skills such as testing and assessing micro linguistic aspects, integrated language skills, testing and assessing aspects of culture, establishing reliability of tests/assessment, establishing validity of tests/assessment, and using statistics and qualitative evaluation to study the quality of tests/assessment across different levels of experience at preparatory school. Overall, the data suggests that the perceived need for different levels of training in various language assessment skills varies across different levels of experience at preparatory school. This underscores the importance of targeted professional development and training programs to address the specific needs of language instructors at different career stages.

4.2.3. Research Question #3 Do the language assessment knowledge and literacies (LAL) of instructors differ according to their level of education?

In this section, the correlation between the assessment knowledge/literacy and level of education was analyzed. Normally, there were three sections in the survey for level of education: Bachelors, Masters and Doctorate. However due to the lack of participants in doctorate area in preparatory schools, participants in masters and doctorate have

been analyzed as one item. The chi square and frequency method were used in this section.

Table 4.13. shows the relationship between statements about receiving education on classroom-based language test evaluation and degree of education at prep schools.

Table 4.13. Analysis of the relationship between statements about receiving education on Classroom Based Language Test Evaluation and Degree of Education at Prep School

		Degree of Education				χ^2	p
		Bachelors Degree		Masters Degree/ Doctorate			
		n	%	n	%		
Preparing classroom tests	Not at all	3	10.7%	6	21.4%	3.797	0.150
	A little (1-2 days)	15	53.6%	8	28.6%		
	More Advanced	10	35.7%	14	50.0%		
Using ready-made test from textbook packages or from other sources	Not at all	2	7.1%	0	0.0%	2.182	0.366
	A little (1-2 days)	10	35.7%	12	42.9%		
	More Advanced	16	57.1%	16	57.1%		
Giving feedback to students based on the information from tests/assessment	Not at all	3	10.7%	0	0.0%	3.523	0.172
	A little (1-2 days)	10	35.7%	9	32.1%		
	More Advanced	15	53.6%	19	67.9%		
Using self or peer assessment	Not at all	4	14.3%	3	10.7%	1.150	0.563
	A little (1-2 days)	11	39.3%	8	28.6%		
	More Advanced	13	46.4%	17	60.7%		
Using informal, continuous, non-test type of assessments	Not at all	3	10.7%	7	25.0%	2.730	0.255
	A little (1-2 days)	14	50.0%	9	32.1%		
	More Advanced	11	39.3%	12	42.9%		
Using the European Language Portfolio, an adaptation of it or	Not at all	7	25.0%	6	21.4%	1.222	0.543
	A little (1-2 days)	10	35.7%	7	25.0%		

some other form of portfolio assessment	More Advanced	11	39.3%	15	53.6%
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Based on the data presented in Table 4.13, the analysis of the relationship between statements about receiving an education and the degree of education at a preparatory school in the context of classroom-based language test evaluation reveals several notable patterns. The data indicates that there are variations in the possession of different levels of training in various areas of language assessment across different degrees of education. For instance, in the domain of "Preparing classroom tests," a higher percentage of respondents with a Master's Degree/Doctorate reported receiving "More Advanced" training (50.0%) compared to those with a Bachelor's Degree (35.7%). This suggests a potential trend of increase for advanced training in preparing classroom tests with higher degrees of education. Similarly, in the domain of "Using ready-made tests from textbook packages or other sources," a higher percentage of respondents with a Master's Degree/Doctorate reported receiving "More Advanced" training (57.1%) compared to those with a Bachelor's Degree (35.7%). This indicates a potential trend of having advanced training in using ready-made tests with higher degrees of education. The data also reveals variations in the perceived possession for training in giving feedback to students, using self or peer assessment, using informal, continuous, non-test type of assessments, and using the European Language Portfolio or its adaptation across different degrees of education. Overall, the data suggests that receiving different levels of training in various areas of language assessment varies across different degrees of education.

Table 4.14 shows the relationship between statements about needing education on classroom-based language test evaluation and degree of education at prep schools.

Table 4.14. Analysis of the relationship between statements about needing education on Classroom Based Language Test Evaluation and Degree of Education at Prep School

		Degree of Education					
		Bachelors Degree		Masters Degree/ Doctorate		χ^2	p
		n	%	n	%		
Preparing classroom tests	None	4	14.3%	10	35.7%	3.711	0.156
	Yes, basic training	10	35.7%	9	32.1%		
	Yes, more advanced training	14	50.0%	9	32.1%		
Using ready-made test from textbook packages or from other sources	None	14	50.0%	13	46.4%	2.111	0.348
	Yes, basic training	11	39.3%	8	28.6%		
	Yes, more advanced training	3	10.7%	7	25.0%		
Giving feedback to students based on the information from tests/assessment	None	10	35.7%	17	60.7%	3.678	0.159
	Yes, basic training	8	28.6%	4	14.3%		
	Yes, more advanced training	10	35.7%	7	25.0%		
Using self or peer assessment	None	7	25.0%	14	50.0%	4.200	0.122
	Yes, basic training	11	39.3%	9	32.1%		
	Yes, more advanced training	10	35.7%	5	17.9%		
Using informal, continuous, non-test type of assessments	None	7	25.0%	10	35.7%	1.316	0.518
	Yes, basic training	8	28.6%	9	32.1%		
	Yes, more advanced training	13	46.4%	9	32.1%		
Using the European Language Portfolio, an adaptation of it or some other form of portfolio assessment	None	4	14.3%	10	35.7%	6.567	0.037
	Yes, basic training	8	28.6%	11	39.3%		
	Yes, more advanced training	16	57.1%	7	25.0%		

Based on the data presented in Table 4.14, the analysis of the relationship between areas in need of education and the degree of education in the context of classroom-based language test evaluation reveals several notable patterns. The data indicates that there are variations in the perceived need for different levels of training in various areas of language assessment across different degrees of education. For instance, in the domain of "Preparing classroom tests," a higher percentage of respondents with a master's degree/Doctorate reported receiving "More Advanced" training (32.1%) compared to those with a bachelor's degree (50.0%). This suggests a potential trend of increasing perceived need for advanced training in preparing classroom tests with a bachelor's degree. Similarly, in the domain of "Using the European Language Portfolio, an adaptation of it, or some other form of portfolio assessment," a higher percentage of respondents with a bachelor's degree reported receiving "More Advanced" training (57.1%) compared to those with a master's degree/Doctorate (25.0%). This indicates a potential trend of increasing perceived need for advanced training in using portfolio assessment with a bachelor's degree. The data also reveals variations in the perceived need for training in using ready-made tests from textbook packages or other sources, giving feedback to students based on the information from tests/assessment, using self or peer assessment, and using informal, continuous, non-test type of assessments across different degrees of education. Overall, the data suggests that the perceived need for different levels of training in various areas of language assessment varies across different degrees of education. This underscores the importance of targeted professional development and training programs to address the specific needs of language instructors with different educational backgrounds.

Table 4.15. shows the relationship between statements about receiving education on purposes of language testing assessment and degree of education in preparatory schools.

Table 4.15. Analysis of the relationship between statements about receiving education on purposes of language testing assessment and degree of education in preparatory schools

		Degree of Education				χ^2	p
		Bachelors Degree		Masters Degree/ Doctorate			
		n	%	n	%		
Giving grades	Not at all	1	3.6%	2	7.1%	2.024	0.364
	A little (1-2 days)	13	46.4%	8	28.6%		
	More Advanced	14	50.0%	18	64.3%		
Finding out what needs to be taught/ learned	Not at all	5	17.9%	1	3.6%	3.448	0.178
	A little (1-2 days)	8	28.6%	7	25.0%		
	More Advanced	15	53.6%	20	71.4%		
Placing students onto courses, programs, etc.	Not at all	7	25.0%	4	14.3%	1.292	0.524
	A little (1-2 days)	8	28.6%	11	39.3%		
	More Advanced	13	46.4%	13	46.4%		
Using different types and varieties of assessment	Not at all	1	3.6%	6	21.4%	5.856	0.054
	A little (1-2 days)	15	53.6%	8	28.6%		
	More Advanced	12	42.9%	14	50.0%		

In Table 4.15, an analysis of the relationship between statements about receiving education and the degree of education in preparatory schools, focusing on the purposes of language test assessment, reveals interesting patterns. When it comes to giving grades, individuals with a more advanced degree (Master's/Doctorate) exhibit higher engagement, with 50.0% and 64.3% in the bachelor's degree and master's/Doctorate categories, respectively. However, the observed difference is not statistically significant ($p = 0.364$). In the context of finding out what needs to be taught/learned, participants with higher degrees also show a greater inclination (53.6% and 71.4%), although the statistical significance is not reached ($p = 0.178$). Regarding the placement of students onto courses, programs, etc., no substantial differences emerge

between the Bachelor's and Master's/Doctorate categories, with percentages of 25.0%, 14.3%, 46.4%, and 46.4%, respectively, and a non-significant p-value of 0.524. Interestingly, the use of different types and varieties of assessment indicates a trend toward higher engagement among individuals with a bachelor's degree (53.6%) compared to those with a Master's/Doctorate (28.6%), although the p-value of 0.054 suggests a marginally significant difference. Overall, the data suggests nuanced relationships between the degree of education and the purposes of language test assessment, with certain trends pointing toward increased involvement with more advanced degrees.

Table 4.16 shows the relationship between statements about needing education on purposes of language testing assessment and degree of education in preparatory schools.

Table 4.16: Analysis of the relationship between areas where training is needed on purposes of language testing assessment and degree of education at preparatory schools.

		Degree of Education				χ^2	p
		Bachelors Degree		Masters Degree/ Doctorate			
		n	%	n	%		
Giving grades	None	14	50.0%	19	67.9%	3.535	0.171
	Yes, basic training	7	25.0%	2	7.1%		
	Yes, more advanced training	7	25.0%	7	25.0%		
Finding out what needs to be taught/ learned	None	12	42.9%	19	67.9%	5.247	0.073
	Yes, basic training	8	28.6%	2	7.1%		
	Yes, more advanced training	8	28.6%	7	25.0%		
Placing students onto courses, programs, etc.	None	8	28.6%	13	46.4%	2.243	0.326
	Yes, basic training	10	35.7%	9	32.1%		
	Yes, more advanced training	10	35.7%	6	21.4%		

Using different types and varieties of assessment	None	6	21.4%	13	46.4%	4.282	0.118
	Yes, basic training	8	28.6%	7	25.0%		
	Yes, more advanced training	14	50.0%	8	28.6%		

The data in Table 4.16 presents the relationship between areas where training is needed and the degree of education at a preparatory school in the context of language testing assessment. In the domain of "Finding out what needs to be taught/learned," a higher percentage of respondents with a master's degree/Doctorate reported the need for "more advanced training" (67.9%) compared to those with a bachelor's degree (28.6%). This suggests a potential trend of increasing perceived need for advanced training in finding out what needs to be taught/learned with a higher degree of education. Similarly, in the domain of "Placing students onto courses, programs, etc.," a higher percentage of respondents with a master's degree/Doctorate reported the need for "more advanced training" (46.4%) compared to those with a bachelor's degree (35.7%). This indicates a potential trend of increasing perceived need for advanced training in placing students onto courses, programs, etc. with a higher degree of education. The data also reveals variations in the perceived need for training in giving grades and using different types and varieties of assessment across different degrees of education. Overall, the data suggests that the perceived need for different levels of training in various areas of language assessment varies across different degrees of education. This underscores the importance of targeted professional development and training programs to address the specific needs of language instructors with different educational backgrounds.

Table 4.17. shows the relationship between receiving training on content and concepts of language testing assessment and degree of educations at preparatory schools.

Table 4.17: Analysis of the relationship between receiving training on content and concepts of language testing assessment and degree of education at preparatory schools.

		Degree of Education				χ^2	p
		Bachelors Degree		Masters Degree/ Doctorate			
		n	%	n	%		
Testing and assessing receptive skills(reading/listening)	Not at all	2	7.1%	3	10.7%	0.386	0.824
	A little (1-2 days)	11	39.3%	12	42.9%		
	More Advanced	15	53.6%	13	46.4%		
Testing and assessing productive Skills (Speaking/Writing)	Not at all	3	10.7%	3	10.7%	0.085	0.958
	A little (1-2 days)	10	35.7%	9	32.1%		
	More Advanced	15	53.6%	16	57.1%		
Testing and assessing micro linguistic aspects (grammar/vocabulary)	Not at all	4	14.3%	5	17.9%	0.653	0.721
	A little (1-2 days)	10	35.7%	12	42.9%		
	More Advanced	14	50.0%	11	39.3%		
Integrated language skills	Not at all	4	14.3%	4	14.3%	0.085	0.959
	A little (1-2 days)	10	35.7%	11	39.3%		
	More Advanced	14	50.0%	13	46.4%		
Testing and assessing aspects of culture	Not at all	9	32.1%	10	35.7%	0.100	0.951
	A little (1-2 days)	8	28.6%	8	28.6%		
	More Advanced	11	39.3%	10	35.7%		
	Not at all	5	17.9%	4	14.3%	0.148	0.929

Establishing reliability of tests/assessment	A little (1-2 days)	13	46.4%	14	50.0%		
	More Advanced	10	35.7%	10	35.7%		
Establishing validity of tests/assessment	Not at all	5	17.9%	3	10.7%	0.585	0.747
	A little (1-2 days)	13	46.4%	14	50.0%		
	More Advanced	10	35.7%	11	39.3%		
Using statistics and qualitative evaluation to study the quality of tests/assessment	Not at all	11	39.3%	5	17.9%	3.171	0.205
	A little (1-2 days)	10	35.7%	13	46.4%		
	More Advanced	7	25.0%	10	35.7%		

Table 4.17. presents an analysis of the relationship between receiving training for specific language teaching and assessment skills and the degree of education at a prep school. In the context of testing and assessing receptive skills (reading/listening), it is observed that 7.1% of participants with a bachelor's degree and 10.7% with a master's degree/Doctorate reported receiving no training, with no statistically significant difference between the two groups ($p = 0.386$ for Bachelors, $p = 0.824$ for Masters/Doctorate). Further, for those who received training, the distribution across "A little (1-2 days)" and "More Advanced" categories did not exhibit significant variations between the two education levels. Similar patterns emerge in the analysis of testing and assessing productive skills (speaking/writing), micro-linguistic aspects (grammar/vocabulary), integrated language skills, aspects of culture, and establishing reliability and validity of tests/assessment. Notably, the majority of participants, irrespective of their degree level, reported varying degrees of training in these skills, and the differences in the distribution of training levels were generally not statistically significant. However, when examining the use of statistics and qualitative evaluation to study the quality of tests/assessment, a noteworthy discrepancy arises. Participants with a bachelor's degree indicated higher percentages (39.3%) of receiving no training compared to those with a master's degree/Doctorate (17.9%), and this difference was found to be statistically significant ($p = 3.171$). Conversely, the distribution of training

levels for this particular skill did not vary significantly for those who received training. In summary, the table suggests that, overall, the degree of education at the prep school does not consistently correlate with the level of training received in various language teaching and assessment skills, except for the specific case of using statistics and qualitative evaluation, where a significant difference is observed.

Table 4.18 shows the relationship between needing training on content and concepts of language testing assessment and degree of educations at preparatory schools.

Table 4.18: Analysis of the relationship between the need for training on content and concepts of language testing assessment and degree of education in the preparatory schools.

		Degree of Education				χ^2	p
		Bachelors Degree		Masters Degree/ Doctorate			
		n	%	n	%		
Testing and assessing receptive skills(reading/listening)	None	7	25.0%	12	42.9%	2.175	0.337
	Yes, basic training	8	28.6%	5	17.9%		
	Yes, more advanced training	13	46.4%	11	39.3%		
Testing and assessing productive Skills (Speaking/Writing)	None	7	25.0%	13	46.4%	3.554	0.169
	Yes, basic training	7	25.0%	3	10.7%		
	Yes, more advanced training	14	50.0%	12	42.9%		
Testing and assessing micro linguistic aspects (grammar/vocabulary)	None	6	21.4%	9	32.1%	0.825	0.662
	Yes, basic training	9	32.1%	8	28.6%		
	Yes, more advanced training	13	46.4%	11	39.3%		
Integrated language skills	None	5	17.9%	9	32.1%	1.810	0.405
	Yes, basic training	9	32.1%	9	32.1%		
	Yes, more advanced training	14	50.0%	10	35.7%		

Testing and assessing aspects of culture	None	7	25.0%	6	21.4%	0.117	0.943
	Yes, basic training	9	32.1%	9	32.1%		
	Yes, more advanced training	12	42.9%	13	46.4%		
Establishing reliability of tests/assessment	None	8	28.6%	7	25.0%	0.357	0.837
	Yes, basic training	7	25.0%	9	32.1%		
	Yes, more advanced training	13	46.4%	12	42.9%		
Establishing validity of tests/assessment	None	7	25.0%	8	28.6%	0.292	0.864
	Yes, basic training	8	28.6%	9	32.1%		
	Yes, more advanced training	13	46.4%	11	39.3%		
Using statistics and qualitative evaluation to study the quality of tests/assessment	None	7	25.0%	8	28.6%	0.133	0.936
	Yes, basic training	8	28.6%	7	25.0%		
	Yes, more advanced training	13	46.4%	13	46.4%		

In Table 4.18. the analysis of the relationship between the perceived need for training in specific language teaching and assessment skills and the degree of education at a preparatory school reveals interesting patterns. Examining testing and assessing receptive skills (reading/listening), participants with a bachelor's degree and those with a master's degree/Doctorate differed in their perceived need for training. Notably, 25.0% of bachelor's degree holders reported no need for training, while 42.9% of those with a master's degree/Doctorate shared the same sentiment. However, the statistical test indicates that this difference is not significant ($p = 2.175$, $p = 0.337$). The distribution of participants indicating a need for basic or more advanced training did not show significant discrepancies between the two education levels. Similar patterns are observed in the analysis of testing and assessing productive skills (speaking/writing), micro-linguistic aspects (grammar/vocabulary), integrated language skills, testing aspects of culture, and establishing reliability and validity of tests/assessment. While there are variations in the perceived need for training between bachelor's degree and master's Degree/Doctorate holders, statistical tests suggest that

these differences are not statistically significant, except in the case of testing and assessing micro-linguistic aspects where the p-value is 0.825 ($p = 0.662$). In most instances, participants with a master's degree/Doctorate expressed a slightly lower need for training compared to their counterparts with a bachelor's degree. The data provides insights into the perceived training needs in various language teaching and assessment skills across different educational levels.

4.3. Findings of Qualitative Data

Ten volunteer instructors from foundation universities participated in semi-structured interviews with the primary objective of gaining a comprehensive understanding of their thoughts and attitudes regarding assessment literacy and knowledge. A set of nine questions was prepared for the interviews. The interviews, conducted in English, were recorded with participants' consent using Microsoft Teams. Subsequently, the researcher transcribed these recordings. Following Creswell (2014)'s qualitative research procedure, the transcriptions underwent analysis. All transcribed data were coded, and recurring themes were identified to elucidate participants' perspectives and attitudes toward online learning.

4.3.1. Research Question #1: What are the language assessment knowledge (LAK) and language assessment literacy (LAL) awareness among language instructors?

The primary objective of these semi-structured interviews was to gain a more profound understanding of instructors' awareness of LAL. Questions 1, 2, 3, and 4 specifically concentrate on exploring instructors' backgrounds in terms of assessment literacy and knowledge levels. Questions 1 and 2 are concerned with the education of assessment and testing knowledge of instructors in their bachelors. Questions 3 and 4 focus on the seminars/workshops of testing and assessment in their bachelor's and at the workplace. Questions 5,6,7,8 and 9 concentrate on the views of the participants on importance of testing/assessment and assessment knowledge and literacy.

For the first interview question, the participants were asked "Do you think that upon university graduation, you acquired necessary assessment/testing skills? "

- Not really, perhaps when I was studying in my university, I guess I wasn't a very good student. (Participant 1)
- Yes, we had a lesson named testing, but I cannot remember well (Participant 2)

- Yes, we had a testing lesson. (Participant 3)
- I needed some more things, some more testing skills, because when I was in university, we had only two testing and assessment lessons in the fourth term (Participant 4)
- I only think that we have learned the basics. (Participant 8)

According to the responses provided earlier, five out of ten participants conveyed that they have acquired at least some knowledge on assessment/testing, but it does not seem to be remembered beyond the basic knowledge level. Participant 1 indicates that s/he did not acquire the necessary assessment knowledge and participant 2 indicates that he does not remember the knowledge well. The other 3 participants expressed that they took their assessment courses, but they said it was basic and on stated that s/he needed more training. Looking at the answers they did shy away from saying if they feel qualified in assessment but implied that they could have received more on assessment. It's important to note that a portion of these educators did not graduate from English Language Teaching departments. Some of these instructors have graduated from the English Literature or Philology and later received formation.

For the second interview question, the participants were asked “What types of assessment styles were you introduced during university education?”

- We were introduced how to assess the skills like different skills like, together or separately. (Participant 8)
- They taught us a lot about that, so most of our assessments, they were task-based ones. (Participant 9)
- It was throughout the lessons, we were just given some texts and some comprehension questions, focusing on reading. For example, there were the other skills as well, but mainly was vocabulary and grammar. (Participant 10)
- Diagnostic, formative, and summative assessments. (Participant 4)
- Well, mostly I can say because it was theoretical, we had some kind of course going on until the end of the term semester and we had a written test with optional questions and essay questions. (Participant 6)

Five out of ten participants have given examples or explanations on the assessment styles they were introduced on their university education. Only one participant out of these five was able to name the assessment types they had been taught in collage. The

remaining four respondents mentioned about some aspects of their assessment instruction. These indicate that they do not remember much from their instruction about assessment. They have some pieces of information theoretically but not in a significantly conscious level.

For the third and fourth interview questions, the participants were asked “How many assessment/testing training workshops/seminars you have had during university education?” and “How many assessment/testing training workshops/seminars were provided to you in your workplace?”

- I do remember very well. There was none. (Participant 10)
- I don't remember it, sorry. (Participant 3)
- As I said before, we had like 2 lessons, but during university I didn't have any seminars and workshops. (Participant 4)
- None. (Participant 2)

Participants have clearly stated that they have not received any workshops or seminars during the university education, but the same participants have received some kind of seminars or workshops at the workplace which suggests that workplace might have an impact on the assessment literacy and knowledge. The following statements are the answers for the seminars/workshops that participants received at their workplace.

- I took three different seminars and workshops by her (the head of prep department in A. University). One was focusing on the tech writing, testing specifications. (Participant 10)
- I remember that head of the prep department gave us 2 hours of lesson or something like that. (Participant 3)
- Yes, for example, last term we had like multiple choice workshop. (Participant 4)
- This is my first year in A. University and testing is really important for my workplace. So, I had one workshop from a level coordinator (Participant 2)

For the fifth question, the participants were asked “Is it necessary to know a great deal about assessment/testing before practicing assessment/testing?”.

- I might say at least a certain level of knowledge is required during assessment because well, we all use rubrics, and we all have our standardization meetings. (Participant 5)

- It is so necessary to know a great deal about it. (Participant 4)
- It is of course necessary to know assessment or testing before practicing assessment or testing as a practitioner. Otherwise, you would not maybe write correct and valuable valid tests. (Participant 10)
- You need to know what you do and if you don't know, you cannot assess very well, and the results may be invalid (Participant 2)

Eight out of ten instructors have stated that it is necessary to know at least some fundamental parts of the assessment/testing to practice it. It is safe to conclude that these instructors are aware of the importance of the assessment/testing based on their following remarks which may be summarized as testing departments of the preparatory schools are responsible for the examination structure otherwise, they as teachers would have to focus a lot on what to ask and how to ask these questions. These instructors are aware of they do not possess a lot of assessment/testing knowledge to prepare an exam, but they also know the reasons why they are not able to prepare it.

For the sixth question, the participants were asked “How does assessment/testing proficiency affect teaching and assessment quality?”

- If you are proficient in assessment and testing, you simply understand the needs of the students better. If I am talking as a teacher, you know what is being expected and you can always prepare your students based on these facts (Participant 5)
- If the testing and assessment type is proficient, the quality is also proficient. Let's say if the test is done by an experienced teacher who knows lots of things about it, we can test it or we can assess it correctly. (Participant 4)
- They(teachers) should know how to do things so we can understand if we are good teachers or bad teachers. If they are asking level appropriate questions and all those things taken into the consideration, if they are doing it properly, we can understand and we can have the feedback we need from the students (Participant 3)
- When you just try to understand what's going on in in your classrooms (students' performance), it is very important. So, in this sense, this testing proficiency may show you the results right of the students. (Participant 10)

The participants were able to explain the connection between assessment/testing and teaching and assessment quality. All participants accept the fact that if an instructor has the necessary assessment/testing proficiency, s/he is able to assess and understand the students' needs. This is a clear indication that instructors are aware of the vitality of assessment and testing. While some participants connect the proficiency with the level of experience, some stated that it is related with the level of education. A few participants have stated that these two concepts are intertwined, and one cannot be thought without the other.

For the seventh questions, the participants were asked “7. How would you consider your (a)assessment knowledge, (b) your assessment practice and assessment literacy(c)?”

- I can't say I'm an expert because I'm just only practicing it, but during my time at the testing and assessment unit I had a great deal of chances to test my knowledge and my practice and the evaluate my literacy on the issues. So, during my conversation and communications with other peers, they stated that they verified that I am more than OK. (Participant 5)
- Yeah, I can say right now it would be above average, but I also have seen every time I thought I knew something, there was something else to learn. (Participant 6)
- I don't think that my assessment knowledge is so bad. Now that I've been working as a teacher for 6-7 years and for my practices again. (Participant 7)
- I would say for all of them, I would say I'm above average. I have worked in testing for a very brief time like 6-7 months and I've helped my friends, let's say around one year and I'm teaching for the last 10 years. So, I would say I'm above average but not enough. (Participant 8)
- It's (It=assessment knowledge and literacy) enough for me but if I find more opportunities to be better, to develop myself in terms of assessment or assessment and testing, why not? (Participant 9)

It is safe to assume that the participants have at least the basic knowledge on testing and assessment based on the answers they have provided. While some participants

connect their assessment knowledge to their experience (Participant 7) the others have connected their knowledge with their experience in testing unit (Participant 5). Participant 8 is a connection point in this question since s/he has worked in a testing unit, and s/he is also an experienced teacher. Other instructors have stated that they are open to learning more (Participant 6 and 9) Considering that participants 6 and 9 are experienced instructors, they are aware of the fact that there is always room for improvement for them in terms of assessment and they would like to do so.

4.4. Discussion

To provide additional clarification, this section of the research will delve into the specifics and the information obtained through surveys and interviews.

4.4.1. Discussion of Quantitative Data

In this study, quantitative data was collected through a questionnaire, and it mainly aimed to answer RQ1: “What are the language assessment knowledge (LAK) and language assessment literacy (LAL) awareness among language instructors? RQ2: “Do the language assessment knowledge and literacies (LAK &LAL) of language instructors differ according to their teaching experience?” and RQ3: “Do the language assessment knowledge and literacies (LAL) of instructors differ according to their level of education?”

4.4.1.1. Discussion of Assessment Literacy and Knowledge Levels of the Instructors

In general, instructors have received some level of training in different aspects of language testing and assessment. The variability in responses indicates that the instructor community is diverse in terms of their exposure to training, ranging from no training to more advanced levels. Across all assessed domains (preparing classroom tests, using ready-made tests, giving feedback, self or peer assessment, non-test type assessments, portfolio assessment, purposes of language testing, distinction, and application of domains), there is a consistent demand for more advanced training. This suggests that while some instructors have received initial training, many recognize the need for deeper and more sophisticated understanding and application of assessment principles. Specific areas where instructors feel the need for more training include using ready-made tests, giving feedback, self or peer assessment, and aspects of culture in testing and assessment. These areas may be potential points of focus for professional

development initiatives. Also, the data highlights gaps in training, indicating opportunities for targeted professional development programs. For instance, the need for more advanced training is particularly evident in areas like using ready-made tests, giving feedback, testing aspects of culture, and assessing integrated language skills. The overall observations suggest that while there is a foundational level of assessment literacy among the instructors, there is room for enhancement. Professional development efforts may be designed to not only fill gaps in current knowledge but also to empower instructors to apply advanced assessment practices effectively.

Instructors' expressed needs for more advanced training present an opportunity for institutions and educational organizations to design tailored training programs. These programs can address specific domains where there is a higher demand for advanced training, ensuring that instructors gain the necessary skills and knowledge to implement effective assessment practices in their teaching. The data underscores the importance of continuous improvement in assessment literacy among instructors. Regular assessments of training needs and the effectiveness of training programs can contribute to ongoing professional development and the improvement of teaching and assessment practices.

In summary, the overall observations point towards a positive foundation in assessment literacy among instructors but also highlight specific areas where targeted and more advanced training programs could lead to significant improvements in their ability to design, implement, and evaluate assessments effectively in the language classroom.

4.4.1.2. Discussion of the effect of experience on LAK and LAL

The analysis of the relationship between language instructors' years of experience and their language assessment knowledge and literacy, as evidenced in tables examining education received, areas in need of education, purposes of language test assessment, and specific language testing skills, reveals consistent patterns. Instructors with 0-5 years of experience tend to receive more basic or a little (1-2 days) training, while those with 6-10 and 11-15 years demonstrate a higher percentage of more advanced training. This trend is evident across diverse aspects of language test evaluation and purposes of assessment, emphasizing the evolving professional development needs of instructors at different career stages. The findings underscore the importance of

tailored training programs to address the varied and dynamic skill requirements of language instructors, reflecting a collective recognition among them for ongoing and targeted education in the realm of language test assessment.

4.4.1.3. Discussion of the effect of the level of education on LAK and LAL

In general, instructors with master's degrees or doctorates exhibit a higher inclination toward more advanced training and express a greater need for advanced education across various aspects of language test evaluation, purposes of assessment, and specific language testing skills compared to their counterparts with bachelor's degrees. This trend is observed in skills such as preparing classroom tests, using ready-made tests, giving feedback to students, using self or peer assessment, employing informal assessments, and using portfolio assessments. Furthermore, the findings suggest that instructors with bachelor's degrees consistently express a demand for both basic and advanced training, emphasizing the importance of tailored professional development programs to cater to the diverse needs of instructors based on their educational backgrounds. Notably, there are statistically significant differences in certain skills, such as using the European Language Portfolio, where instructors with master's degrees or doctorates show a significantly higher need for more advanced training compared to those with bachelor's degrees. Overall, these results underscore the dynamic relationship between the degree of education and language assessment literacy, highlighting the need for targeted and flexible professional development opportunities to enhance the skills and knowledge of language instructors across different career stages and educational backgrounds in the field of language test assessment.

4.4.2. Discussion of Qualitative Data

Semi-structured interviews were held with 10 volunteer instructors and the aim of the interviews was to answer the RQ1 “What are the language assessment knowledge (LAK) and language assessment literacy (LAL) awareness among language instructors?” Based on the answers of the participants, it may be concluded that the assessment knowledge and literacy of the instructors in the interviews are above average. Some of these instructors were members of the testing unit while others were quite experienced. Only a few of the instructors were novice or unexperienced. Participants were aware of the concepts of assessment they were familiar with and the

concepts they were not, but they were able to name those concepts. While more experienced instructors gave more detailed answers, novice instructors kept their answers short. However, novice instructors were able to talk more about the assessment education since their graduation was close in terms of date. None of the instructors joined any workshops or seminars during their education. All participants just focused on their on their education process and they did not follow additional personal development initiatives in addition to the curriculum information base. Although they did not participate in seminars or workshops during their education, most of the participants took part in a workshop or seminar at their workplace. Some participants also presented at these workshops. This can also be a positive item for the RQ2: “Do the language assessment knowledge and literacies of language instructors differ according to their teaching experience?” instructors are more active in terms of assessment and testing during their time at work in comparison to the educational years in BA degree completion. Some participants also explained their knowledge of assessment with their years of experience while others have associated it with their duties within the testing unit. It is again important to note that some of these participants did not graduate from English Language Teaching and they did not receive any lessons on assessment in their bachelors, which clarifies why they show different sources as part of their testing knowledge growth and awareness. They gained their knowledge of assessment later on formation programs. Overall, it is safe to assume that participants perceive themselves to be above average in terms of testing and assessment with the presence of fundamental basic knowledge but also emphasizing that there is always room for further improvement to better their teaching and assessment practices.

4.3 Conclusion

Taking into account the results obtained from both the questionnaire and semi-structured interviews, it is possible to conclude that instructors have an adequate background and information about language assessment, and they are aware of the areas in which they need revision. In terms of the effects of teaching experience on LAL and LAK, in most areas, it is clear that experience has a positive effect on LAL and LAK. In some areas, some experienced instructors need more training, but this may be interpreted as the awareness of LAL and LAK as well. These instructors are well aware of the parts in which they need more training or workshops. In some areas,

instructors with less experience stated that they possess the assessment knowledge, or they do not need the education in assessment in certain areas more than experienced instructors. There might be a few reasons for this such as level of education, bachelors education or even personal interest in assessment. The correlation between level of education and experience are not always the same. Sometimes novice teachers take part in masters programs while instructors who have 10 or 15 years of experience do not take part in such graduate programs. Finally, the effect of level of education on LAL and LAK is present on some areas as well. Instructors with bachelors/doctorate received more training in terms of assessment and testing. In some areas, they pursue the need of further education in these areas since they want to be proficient in assessment/testing. Master programs are a must for preparatory departments to become an instructor for Higher Education Council in Turkey and instructors who graduated from literature or philology departments have stated they have acquired or developed certain assessment knowledge on these programs. Chapter 5 will center on examining the results and summarizing the findings of this study.

CHAPTER V

CONCLUSION

5.1. Introduction

This section comprises a recapitulation, the study's conclusive remarks, identified constraints, recommendations for future research, and practical suggestions. Drawing conclusions from the questionnaire and semi-structured interviews, the findings are considered in shaping the overall conclusion.

5.2. Summary

This research aimed to find out the language assessment literacy and knowledge of the instructors who are employed at different foundation universities in İstanbul and inquire the effects of level of experience and level of education on LAL and LAK. To find out the answer to these important questions, 56 instructors who are employed at foundation universities in Istanbul, Turkey were given a questionnaire with target questions. This questionnaire consisted of 28 items; items 1-8 consist of demographic questions about the participants. Items 9-19 were questioning the classroom-focused Language Testing Assessment and Purposes of Language Testing Assessment, and the final items 20-28 were about Concepts of Language Testing Assessment. The quantitative data was analyzed using SPSS (Statistical Package for Social Sciences). The frequency and chi square method is used to analyze the data. The qualitative data underwent analysis using Creswell's content analysis procedures. Ten volunteer instructors were presented with nine distinct questions for assessment. The responses were grouped, and common themes, as well as recurring keywords, were identified and organized into categories. Every category has been examined as a factor influencing instructors' understanding and proficiency in assessment.

5.3. Conclusion

In this study titled “Studying the Assessment Knowledge and Literacy Levels of Language Instructors at Foundation Universities’ Preparatory Schools”, the effects of the teaching experience and level of education on language assessment knowledge and literacy of the language instructors in foundation universities were investigated along with the general assessment knowledge and literacy. It is possible to conclude that experience and level of education have certain positive effects on LAL and LAK in some areas. Experienced instructors seem to seek more training in certain assessment

branches, but this is not because of the lack of information but because of the proficiency they seek in these areas. In terms of general language assessment knowledge and literacy, instructors have adequate information about the LAL and LAK, but this does not mean that they do not want to pursue further training in the area. Most of the instructors have stated a need for further training. Some to be adequate in their teaching while others seek proficiency in testing and assessment. Overall, language instructors in foundation universities have sufficient amount of language assessment and literacy and they are open to learning opportunities and workshops in their careers.

5.4. Limitations of the Study

This research is conducted in multiple foundation universities located in Istanbul, Turkey. Consequently, the findings are specific to this particular group of instructors and should not be extrapolated to encompass all instructors working in Turkey. Increasing the number of participants in the study as well as the context could contribute towards a more comprehensive and reliable results. Another detail about the study includes the demographic detail of instructors graduating from the other disciplines such as English Literature and Philology. These participants received pedagogical formation training upon graduation and gain the right to work as language instructors. On the account of having different educational backgrounds such as language education, philology or English literature indicates, it would be unrealistic to expect these instructors to have same levels of assessment knowledge, assessment dexterity as well as assessment literacy awareness. This is one of the main reasons why they exemplify diverse aptitudes and expressed needs for further training.

5.5. Suggestions for Further Studies

Based on the outcomes obtained in this study, future research could explore the following areas to enhance the scope of research on LAL and LAK

- LAL and LAK of the instructors as a whole (State and Foundation Universities combined)
- A comparison of the LAL and LAK between foundation universities and state universities
- The correlation between LAL and LAK
- LAL and LAK level comparisons between instructors who graduated from ELT and other departments (English Literature, Philology)

Conducting additional studies that center on the mentioned issues can be highly beneficial for enhancing instructors' assessment literacy and knowledge levels, benefiting both students and contributing valuable insights to the existing literature.

5.6. Suggestions for Practitioners

The objective of this study is to add to the existing literature by examining the language assessment literacy and knowledge of language instructors. Hence, educators in foreign language instruction and preparatory schools may gain advantages from the following recommendations.

- Students of ELT should be offered and be encouraged to take part in testing/assessment workshops/seminars during their bachelor's to gain a deeper understanding of the assessment literacy and knowledge.
- English Preparatory schools in universities should offer orientation programs of testing/assessment for their novice instructors who would be likely to have insufficient background knowledge, little or no teaching experience or feelings of different self-adequacies.
- A system of partnership can be employed between novice and experienced language instructors to provide better feedback and exam grading for their students so that they can assess their students in a more profound way. This kind of collaborative and sincere cooperation are likely to create a positive learning environment for novice and experienced instructors as part of the global era's lifelong learning demands.

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APPENDICES

APPENDIX A: Informed Consent Form for Participants

BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

Sizi Atilla Oğuz Kağan KELEKÇİ tarafından yürütülen “Vakıf Üniversitelerinin Hazırlık Okullarında Dil Öğretmenlerinin Değerlendirme Bilgisi ve Okuryazarlığı Seviyelerinin İncelemesi/ Studying The Assessment Knowledge and Literacy Levels of Language Instructors at Private Universities’ Preparatory Schools” başlıklı araştırmaya davet ediyoruz. Bu araştırmanın amacı vakıf üniversitelerinin hazırlık okullarında çalışan dil öğretmenlerinin değerlendirme bilgisi ve okuryazarlık seviyelerini belirlemektir. Araştırmada sizden tahminen 10 dakika ayırmanız istenmektedir. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**. Araştırmada Kişisel veri toplanacağından **6698 sayılı Kişisel Verilerin Korunması Kanunu** ve ilgili mevzuat uyarınca kişisel verileri korumak amacıyla gerekli tüm tedbirler alınacaktır. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya e-posta adresi ve numaralı telefondan ulaşabilirsiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güvence verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının:

Adı-Soyadı:.....

İmzası:

İletişim Bilgileri: e-posta:

Telefon:

Velayet veya Vesayet Altında Bulunanlar İçin:

Veli veya Vasisinin

Adı-Soyadı:.....

İmzası:

Araştırmacının

Adı-Soyadı: Atilla Oğuz Kağan KELEKÇİ

İmzası:|

APPENDIX B: Teachers' Questionnaire and Permission to Use The Questionnaire

Teachers' Questionnaire for Language Assessment Literacy and Knowledge

Dear Respondents,

This questionnaire aims to obtain data for a study titled "STUDYING THE ASSESSMENT KNOWLEDGE AND LITERACY LEVELS OF LANGUAGE INSTRUCTORS AT PRIVATE UNIVERSITIES' PREPARATORY SCHOOLS." The purpose of this questionnaire is to investigate your perceptions towards language assessment knowledge and literacy. There are 14 statements. The estimated time to complete the questionnaire is 5 to 8 minutes. The answers will be kept confidential. Thank you for your participation.

Definitions:

European Language Portfolio: The ELP is a document in which those who are learning or have learned one or more languages can record and reflect on their language learning and intercultural experiences.

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability.

* Gerekli

Basic Information

1. Gender *

- Male
- Female

2. Age *

- 20-25
- 25-30
- 30-35
- 35+

3. Years Of Experience at Prep School *

- 0-5
- 5-10
- 10-15
- 15+

4. Degree of Education *

- Bachelors Degree
- Masters Degree
- Doctorate

5. During your pre-service or in-service teacher training, have you learned something about testing assessment? *

- Yes
- No
- Some

6. Do you have adequate/necessary language assessment knowledge? *

- Yes
- No
- Some

7. Do you know or use European Language Portfolio in language assessment? *

- Yes
- No
- Some

8. Certificates/Workshops you have attended about Language Assessment *

Questions about training in Language Testing Assessment(LTA)

Classroom-focused Language Testing Assessment and Purposes of Language Testing Assessment

9. Please specify if you were trained before or have been training now in the following domains.
(Classroom-focused Language Testing Assessment) *

	Not at all	A little(1-2 days)	More Advanced
1. Preparing classroom tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.Using ready made test from textbook packages or from other sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Giving feedback to students based on the information from tests/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Using self or peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.Using informal, continuous, non-test type of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.Using the European Language Portfolio, an adaptation of it or some other form of portfolio assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please specify if you think you need training in the following domains.(Classroom-focused Language Testing Assessment) *

	None	Yes, basic training	Yes, more advanced training
1. Preparing classroom tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.Using ready made test from textbook packages or from other sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Giving feedback to students based on the information from tests/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Using self or peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.Using informal, continuous, non-test type of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.Using the European Language Portfolio, an adaptation of it or some other form of portfolio assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please specify if you were trained before in the following domains. (Purposes of Language Testing Assessment) *

	Not at all	A little(1-2 days)	More Advanced
1.Giving grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.Finding out what needs to be taught/ learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Placing students onto courses, programs, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.Using different types and varieties of assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please specify if you think you need training in the following domains. (Purposes of Language Testing Assessment) *

	None	Yes, basic training	Yes, more advanced training
1.Giving grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.Finding out what needs to be taught/ learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Placing students onto courses, programs, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.Using different types and varieties of assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please specify if you were trained before in the distinction and application of following domains. *

	Not at all	A little(1-2 days)	More Advanced
a) Testing and assessing receptive skills(reading/listening)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)Testing and assessing productive Skills(Speaking/Writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Testing and assessing microlinguistic aspects (grammar/vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Integrated language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Testing and assessing aspects of culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.Establishing reliability of tests/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.Establishing validity of tests/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Using statistics and qualitative evaluation to study the quality of tests/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

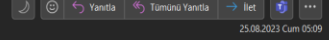
14. Please specify if you think you need training in the distinction and application of following domains. *

	None	Yes,basic training	Yes, more advanced training
a) Testing and assessing receptive skills(reading/listening)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)Testing and assessing productive Skills(Speaking/Writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Testing and assessing microlinguistic aspects (grammar/vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Integrated language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Testing and assessing aspects of culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.Establishing reliability of tests/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.Establishing validity of tests/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Using statistics and qualitative evaluation to study the quality of tests/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Re: About Assessment Literacy of Foreign Language Teachers: Findings of a European Study



Prof. Dr. Karin Vogt
Kime Atilla Oğuz Kağan KELEKÇİ



25.08.2023 Cum 05:09

Resimleri indirmek için buraya tıklayın. Gözünüzü korumaya yardımcı olmak için Outlook, bu türdeki bazı resimleri otomatik olarak indirilmesini engelledi.

Dear Atilla Oğuz Kağan KELEKÇİ

Thank you for your message and your interest in my research. I presume you are talking about the questionnaire in Vogt & Tsagari 2014? If so, you are welcome to use it for your study. We would be very interested in the results!

Good luck with your study, best regards

Karin Vogt

Am 24.08.2023 um 22:18 schrieb Atilla Oğuz Kağan KELEKÇİ:

Dear Professor,

My name is Atilla Oğuz Kağan Keleki. I am an instructor at Altınbaş University. I am writing a thesis about assessment literacy levels of instructors in private universities in İstanbul and I have read your article. It was quite fascinating. With your permission, I would like to use your questionnaire in my thesis.

Best,

Atilla Oğuz Kağan Keleki

Başlatıcı resim görüntülenmiyor. Dosya boyutu, yeniden atandırmış veya başka bir sebeple başlatıcı doğru dosya ve konuma yerleştirilmedi.

Atilla Oğuz Kağan KELEKÇİ | Öğretim Görevlisi
Yabancı Diller Yüksekokulu

Altınbaş Üniversitesi
Ofis:
Mahmutbey Dönender Cad. No: 25 Bağcılar / İstanbul
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APPENDIX C: Semi-Structured Interview Form

1. Do you think upon university graduation, you acquired necessary assessment/testing skills? Yes/No Explain.
2. What types of assessment styles were you introduced during university education?
3. How many assessment/testing training workshops/seminars you have had during university education? Explain
4. How many assessment/testing training workshops/seminars were provided to you in your workplace? Explain
5. Is it necessary to know a great deal about assessment/testing before practicing assessment/testing? Explain.
6. How does assessment/testing proficiency affect teaching and assessment quality? Explain how.
7. How would you consider your (a)assessment knowledge, (b) your assessment practice? (c)assessment literacy?
8. How independent or free do you consider yourself in assessment preparation and application? Are you allowed to determine all assessment decisions on your own by your workplace?

**APPENDIX D: Social Sciences Graduate Student Congress
Participation Certificate**



CURRICULUM VITAE

Name: Atilla Oğuz Kağan

Last Name: KELEKCI

Location: Istanbul / Turkey

EDUCATION

Master of Arts: Istanbul Sabahattin Zaim University, English Language Teaching, 2023

Undergraduate: Uludağ University, English Language Teaching, 2013

PROCEEDINGS

Kelekci, A.O.K., & Gülseren, Ö. (2023). Studying The Assessment Knowledge and Literacy Levels of Language Instructors at Private Universities' Preparatory Schools *10th Yıldız Technical University Social Sciences Graduate Student Congress*.