DEVELOPING AN IN-SERVICE

TRAINING PROGRAM

ON 'ASSESSMENT FOR LEARNING'

FOR ENGLISH LANGUAGE TEACHERS

Doktora Tezi

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DEVELOPING AN IN-SERVICE TRAINING PROGRAM
ON 'ASSESSMENT FOR LEARNING'
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PhD DISSERTATION
Programme in English Language Teaching
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Manolya TUNÇER'in "Developing an In-Service Training Program on 'Assessment for Learning' for English Language Teachers" başlıklı tezi 16.06.2022 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Doktora tezi olarak kabul edilmiştir.

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Anadolu Üniversitesi
Eğitim Bilimleri Enstitü
Müdürü

ABSTRACT

DEVELOPING AN IN-SERVICE TRAINING PROGRAM ON 'ASSESSMENT FOR LEARNING' FOR ENGLISH LANGUAGE TEACHERS

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The aim of this study is two-fold: to identify needs, namely necessities, lacks, and wants, of English language teachers working in high schools related to *Assessment for Learning* and to design and implement an In-Service Training (INSET), and consequently, to reveal teachers' ideas about the program. For the first aim, the checklist was answered by 111 teachers and interviews were conducted with 10 teachers to examine their needs. The checklist results revealed high scores which implied their ideas on frequent use of *Assessment for Learning* techniques. However, interview responses showed gaps between the techniques they used in their classes and *Assessment for Learning* principles and implementations. Their responses to the checklist also showed their will to enhance their knowledge and practices of *Assessment for Learning.* Thus, the second aim was to design and implement an INSET to increase their awareness of *Assessment for Learning* and allow them to know the latest implementations. The training consisted of five sessions about five strategies of *Assessment for Learning*. The participants were expected to complete the same tasks before and after the courses. Significant differences were detected when their pre and post training responses were compared. The participants were asked to share their opinions on the program, and the outcomes indicated their positive opinions with the *Assessment for Learning* techniques suggested in the training together with some problems that would possibly occur in practising in their own teaching settings. The study offers practical implications and suggestions for future research on *Assessment for Learning*.

Keywords: Assessment for Learning, Testing and Assessment in Foreign Language Education, In-Service Training Program, Needs Analysis.

ÖZET

İNGİLİZCE ÖĞRETMENLERİNE YÖNELİK ÖĞRENME İÇİN DEĞERLENDİRME KONULU BİR HİZMET-İÇİ EĞİTİM PROGRAMI GELİŞTİRME

Manolya TUNÇER

Yabancı Diller Eğitimi Anabilim Dalı

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Bu çalışma liselerde görev yapmakta olan İngilizce öğretmenlerinin *Öğrenme için Değerlendirme* konusundaki ihtiyaçlarını bir başka deyişle zorunlulukları, eksiklikleri ve istekleri belirlemeyi ve bir Hizmet-İçi Eğitim Programı tasarlama ve uygulamayı ve bunun sonucunda öğretmenlerin program hakkında görüşlerini ortaya çıkarmayı hedeflemektedir. İlk olarak, öğretmenlerin ihtiyaçlarını belirlemek için 111 İngilizce öğretmeni tarafından kontrol listesi yanıtlanmış ve 10 öğretmen ile görüşme gerçekleştirilmiştir. Kontrol listesine verilen yanıtlar sonucu, ortaya çıkan yüksek sonuçlar öğretmenlerin *Öğrenme için Değerlendirme* tekniklerini sıklıkla kullandıklarına yönelik düşüncelere işaret etmiştir. Ancak görüşme sorularına verdikleri yanıtlar, öğretmenlerin kendi sınıflarında kullandıkları teknikler ile *Öğrenme için Değerlendirme* ilke ve uygulamaları arasında farklılıklar olduğunu göstermiştir. Bunun yanında, kontrol listesine verdikleri cevaplar öğretmenlerin *Öğrenme için Değerlendirme* ile ilgili bilgi ve uygulamalarını geliştirme konusundaki isteklerini göstermiştir. Dolayısıyla, çalışmanın diğer amacı, öğretmenlerin *Öğrenme için Değerlendirme* ile ilgili farkındalıklarını artırmak ve en yeni uygulamalardan haberdar etmek için bir Hizmet-İçi Eğitim Programı tasarlamak ve uygulamaktır. Bu eğitim, *Öğrenme için Değerlendirme*' nin beş stratejisiyle ilgili beş oturumda gerçekleştirilmiştir. Eğitimlerin öncesinde ve sonrasında, katılımcılardan aynı görevleri tamamlamaları istenmiştir. Bu yanıtlar karşılaştırıldığında önemli farklar tespit edilmiştir. Katılımcıların program ile ilgili görüşleri alınmış ve sonuçlar eğitimde sunulan *Öğrenme için Değerlendirme* teknikleri ile ilgili katılımcıların olumlu görüşlerinin yanında uygulama esnasında kendi sınıflarında oluşabilecek muthemel sorunları da ortaya çıkarmıştır. Çalışmada *Öğrenme için Değerlendirme* ile ilgili pratik uygulamalar ve yeni çalışma önerileri sunulmuştur.

Anahtar Kelimeler: Öğrenme için Değerlendirme, Yabancı Dil Eğitiminde Ölçme ve Değerlendirme, Hizmet-İçi Eğitim Programı, İhtiyaç Analizi.

DEDICATION

To my mother 'Nilgün Tunçer' and my father 'Yusuf Tunçer',

without whom I could never dream of achieving this career,

and

To my sister 'Ender Tunçer Helvacıoğlu',

who is always with me with me and gives me encouragement

with her beloved sons 'Yusuf Ege Helvacıoğlu' and 'Yiğit Deniz Helvacıoğlu''

not the least, I would like to thank my beloved nephews Yusuf Ege HELVACIOĞLU and Yiğit Deniz HELVACIOĞLU.

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this dissertation is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Manolya TUNÇER

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EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

ESP: English for Specific Purposes

AfL: Assessment for Learning

LAL: Language Assessment literacy

FA: Formative Assessment

SA: Summative Assessment

DA: Dynamic Assessment

CA: Classroom Assessment

CBA: Classroom-Based Assessment

LOA: Learning-Oriented Assessment

TBA: Teacher-Based Assessment

MoNE: Ministry of National Education

INSET: In-Service Training

ZPD: Zone of Proximal Development

CEFR: Common European Framework of Reference for Languages

CHAPTER 1

1. INTRODUCTION

This section presents the role of assessment in education, different types of assessment, and changing perspectives on assessment. It also includes the statement of the problem, the purpose of the study, the research questions, and the key concepts in the study.

1.1. The Role of Assessment in Education

When explaining the place of assessment in education, it is a good idea to start with clarifying the terminology related to assessment. Test can be defined as "a method of measuring a person's ability, knowledge, or performance in a given domain" (Brown, 2003, p. 3). It is possible to identify tests as a part of a larger group, namely assessment, and to utilise tests as tools for the assessment. The two terms 'testing' and 'assessment' are sometimes used interchangeably in the literature; however, they do not have the same meaning (Brown, 2003). Hughes (2003) clarifies the relationship between the two terms as there being various ways to assess students' performances and testing being only one type. Brown (2003, p.4) distinguishes assessment from testing with its property of being "an ongoing process".

Assessment can be defined as the process of collecting data on students' performance (Woolfolk, 2007). It also refers to gathering data on the target issue, and there are two conditions that need to be fulfilled during this process. One of these conditions is that assessment steps, namely its plan and application process, should be explained in an understandable way, thus people can perform it in the same way. This first condition is called 'systematic'. Moreover, it is also essential that assessment be built on a recognized theory of the target issue, and this is the second condition called 'substantively grounded'. In this scope, the first condition is related to reliability concern while the second one is on validity (Bachman, 2004).

A variety of factors can be identified affecting the impact and degree of assessment: curriculum, materials, teaching methods, feelings and attitudes, and learning. In addition to these factors, teachers have been reported to have a significant role in determining what the test results mean, and how they should be interpreted and integrated into teaching and learning (Spratt, 2005).

Assessment can be an impressive instrument to enhance learning on condition that it is handled properly (Assessment Reform Group, 1999). Assessment is considered to be crucial for the reason that all the students are able to accomplish to a certain point. Accordingly, the view related to increasing the beliefs of students is that they can achieve and strengthen their efforts for attaining learning objectives. The role of teachers, at this point, is first to believe the possibility that students can have success to a certain degree; thus, they will be able to convince students of this. Within this purpose, they can make necessary adaptations during the course and help students fulfill the requirements. In this scope, the motives behind this understanding of assessment are "confidence", "optimism", and "persistence" under the title of "formative assessment" (Stiggins, 2005, p. 326).

1.2. Types of Assessment
1.2.1. Summative assessment and formative assessment

There is a need to explain two basic terms related to assessment, which are summative assessment and formative assessment. Summative assessment provides a general evaluation for preparing an account or an analysis or the purposes for the end of a period such as having a document or changing levels or schools while formative assessment is much more related to obtaining data from daily classroom activities in order to maintain advice for getting better learning results (Black, 1999).

The crucial issue in traditional assessment is 'product' and where students have reached at a particular time, that is to say, summative assessment. Nevertheless, there has been a change in the focus of assessment, and more prominence has been given to 'process' (Al-Mahrooqi, 2017). In order to develop learning, teachers maintain several procedures in which students are involved and these activities supply data on whether there is a need for change in teaching and learning. This is, as a whole, formative assessment (Berry, 2004).

Although there is a general agreement on the meaning of summative assessment, this has not been achieved for formative assessment (Cizek, Andrade & Bennet, 2019). Many researchers (Davison & Leung, 2009; Öz, 2014) have pointed to a paucity of agreement in assessment terminology. Davison and Leung (2009, p. 395) underlined the common features of the terms *Alternative Assessment*, *Classroom* and/or *School-Based Assessment*, *Formative Assessment*, and *Assessment for Learning* as "teacher-mediated,

context-based, classroom-embedded assessment practice". Turner (2012) raised concern over the availability of different terms used related to classroom assessment including Alternative, Dynamic, Classroom-Based, Teacher-Based, School-Based, and *Assessment for Learning* that are presented in the following parts. Once more, Davison (2019) emphasised in a recent study that various names can be utilised when identifying assessment with the purpose of developing learning. Often researchers use one of these concepts -Formative Assessment, *Assessment for Learning*, Classroom-Based Assessment, Dynamic Assessment and Learning-Oriented Assessment- as an alternation for another one; however, the shared feature of these concepts is to include assessment in learning and teaching activities with the aim of enhancing learning (Davison, 2019).

In the next part, the concepts of 'Alternative Assessment', 'Classroom Assessment', 'Classroom-Based Assessment', 'Dynamic Assessment', 'Learning-Oriented Assessment', 'School-Based Assessment', 'Teacher-Based Assessment', and '*Assessment for Learning*' are presented to understand the different sides they have pointed to.

1.2.2. Alternative assessment

Alternative assessment is defined as the methods which are formed as contrasting the traditional tests (Fox, 2017; McMillan, 2017). However, this does not have to always be the case, and it is advised to benefit from this together with traditional techniques (Combee, Purmensky & Davidson, 2012). It is interpreted as a flexible concept which can cover performing the same task in a distinct way and carrying out completely different methods (Stobart & Gipps, 2010).

Distinct from traditional assessment, alternative assessment makes use of several kinds of tasks. In this sense, students are expected to integrate or present something (Combee et al., 2012). A variety of samples can be given for this type such as portfolio, performance, projects, and so on (Fox, 2017). For alternative assessment, establishing the meaning actively is needed instead of repetition of separate items. Examples of alternative assessment are authentic assessment, demonstration, exhibition, journal, performance assessment, and portfolio. These types of alternative assessment allow students to be more involved in their learning and to develop necessary thinking skills (McMillan, 2017).

1.2.3. Classroom assessment

Black and Wiliam use the concept 'Classroom Assessment' (CA) in the titles of their studies 'Inside the black box: Raising standards through classroom assessment' (1998b) and 'Classroom assessment and pedagogy' (2018), and the researchers define this concept as "assessments where the main decisions about what gets assessed, how the students will be assessed, and the scoring of the students' responses, is undertaken by those who are responsible for teaching the same students" (Black & Wiliam, 2018, p. 554). A recent and detailed explanation of the term suggested by Brookhart and McMillan (2019) is as follows:

> Classroom assessment is a process that teachers and students use in collecting, evaluating, and using evidence of student learning for a variety of purposes, including diagnosing student strengths and weaknesses, monitoring student progress toward meeting desired levels of proficiency, assigning grades, providing feedback to students and parents, and enhancing student learning and motivation. Classroom assessment includes both qualitative understandings and expressions of student thinking and quantitative measures of student learning, as long as these are collected, interpreted, and used in the context of individual classroom learning communities. Classroom assessment instruments may be designed by the teacher or may be externally designed and selected by the teacher for a particular purpose (e.g., a unit test in a textbook, or a set of embedded questions in a computer-based learning program). However, they must be locally controlled by the teacher who sets the purpose, and not an external agent, as is the case for interim/benchmark assessments (Brookhart & McMillan, 2019, pp. 4-5).

In the book titled 'Classroom assessment: Principles and practice that enhance student learning and motivation', McMillan (2017) explains the proposition of the book that the most significant factor in assessing students is classroom assessment. It can be implemented with the instrument of tests, assignments, and interaction. Following this idea, McMillan (2017, p. iii) puts an emphasis on the changes in classroom assessment for the last two decades and expressed that "attention is now focused on *formative assessment*—what is also called assessment *for* learning". Popham (2008) focuses on whether FA should be classroom assessment on all occasions and suggested that CA does not have to be FA due to the test implementations not aiming to enhance instruction but for only marking. Furthermore, Popham (2008, p. 11) reveals his opinion as follows: "Formative assessment that really pays off for students will, I believe, be *classroom* formative assessment."

1.2.4. **School-based assessment**

School-Based Assessment (SBA) can be defined as "more often than not an internal component of external high-stakes public examinations. Therefore, SBA scores, even when generated within classrooms, are inevitably used for high-stakes, summative purposes" (De Lisle, 2015, p. 80). SBA combines the aims of summative and formative assessment in the steps of teaching and learning. For achieving this, teachers take part in each step of assessment, and they organise it for their own students. The students also perform actively, especially in self-assessment and peer assessment (Davison, 2007).

1.2.5. Teacher-based assessment

Although there is a lack of consensus in the description of teacher-based assessment, it has a place in the educational systems of several countries such as the United Kingdom, Canada, Australia, and so on. Defining properties of Teacher-Based Assessment (TBA) can be summarised in the following points. It is necessary for teachers to be a part in all the steps of assessment; to illustrate this, to arrange the program of assessment, specifying the relevant tasks. TBA enables teachers to gather different types of tasks that students prepare for a length of time. Teachers can make some changes in the direction of the learning goal. The teachers execute TBA in the classroom environment, and TBA requires students' active participation in assessment, mostly in self-assessment and peer assessment together with the assessment of the teacher. TBA makes it possible for teachers to maintain effective feedback. It encourages the increase of constant evaluation and the management of their teaching plans accordingly. It also makes contributions to the different kinds, such as external exams (Davison & Leung, 2009).

1.2.6. Dynamic assessment

The Russian psychologist Vygotsky's view of development provides a basis for the idea of the integration of assessment and instruction (Poehner, 2008). Dynamic Assessment (DA) can be defined as a kind of intervention in which students are taught the way(s) of completing a task or a test in a better way (Sternberg & Grigorenko, 2002). DA combines assessment and instruction into a single framework for the purpose of supporting student development with the relevant mediation (Lantolf & Poehner, 2004). Poehner (2008, p. 2) explains Dynamic Assessment as an educational concept that

"assessment – understanding learners' abilities – and instruction – supporting learner development – are a dialectically integrated activity". Lidz and Gindis (2003, p. 99) maybe provide its best description as "an approach to understanding individual differences and their implications for instruction that embeds intervention within the assessment procedure".

1.2.7. Learning-oriented assessment

Purpura (2004) identifies Learning-Oriented Assessment (LOA) as an essential component of instruction. It can be planned either in a formal or informal manner which can be implemented at a particular moment or throughout a period. As different from large-scale assessment, it is distinguished as "iterative" and "recursive" (Purpura, 2004, p. 228).

Carless, Joughin, and Liu (2006, p. 7) suggest a definition as "an approach to assessment which seeks to bring to the foreground those aspects of assessment that encourage or support students' learning". Carless (2007) also tries to find a solution for the uncertainty about formative assessment with the term learning-oriented assessment and suggests three principles: (1) there is a need to plan assessment tasks in a way that will encourage sound learning; (2) learners are required to play a role in handling quality, criteria, and self and peer work; and, (3) feedback is suggested to be provided at the right time and to be progressive for contributing learning now and in the future.

1.2.8. Classroom-based assessment

Hill and McNamara (2012, p. 396) suggest the description of Classroom-based Assessment (CBA) as "any reflection by teachers (and/or learners) on the qualities of a learner's (or group of learners') work and the use of that information by teachers (and/or learners) for teaching, learning (feedback), reporting, management or socialization purposes".

Lewkowicz and Leung (2021) summarise the historical developments of CBA with a striking final comment in terms of demonstrating the relations of these terminologies in their article 'Classroom-based Assessment'. Accordingly, assessment has been carried out in the educational settings for a long time, however, CBA is relatively a current issue. The early formative CBA properties and executions were observed in the discipline of

General Education. One of these studies conducted by Black and Wiliam in 1998 consists of the reports of classroom-based formative assessment research. The educational reforms made in England in the 1980s, in Hong Kong in 2001 with the name 'school-based assessment', in New Zealand in 2002, and in Scotland in 2017 are some examples for comprehending and interpreting the ways of assessment practices in the classroom setting. The steps taken in these countries are all dedicated to *Assessment for Learning* (Lewkowicz & Leung, 2021).

1.2.9. Assessment for Learning

Black and Wiliam (2009) state the meaning of the term *Assessment for Learning* as:

> Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited (Black & Wiliam, 2009, p.9).

The two terms *Assessment for Learning* and Formative Assessment are considered to have similar meanings thus used accordingly (Davidson & Leung, 2009). Formative Assessment has some characteristics in common with *Assessment for Learning*. Both propose to reveal the needs of students and to regulate the teaching procedures (Cameron, 2016). Although *Assessment for Learning* and FA share the fundamental principle, *Assessment for Learning* can be clarified as the interactive form of formative assessment. Namely, *Assessment for Learning* is a part of continuous instructional practices, it promotes students' participation in assessment actively, and it comprises affective, cognitive, and social features of learning (Laveault & Allal, 2016).

The purposes of *Assessment for Learning* are to identify students' current levels and strong and weak sides of their learning, and as a result, to anticipate the points they can attain (James, Black, Carmichael, Conner, Dudley, Fox, Forst, Honour, MacBeath, McCormick, Marshall, Pedder, Procter, Swaffield & Wiliam, 2006). It is possible to say that *Assessment for Learning* has a positive impact on learning depending on the feedback maintained in a constant and comprehensive way. Thus, students are supported and motivated to assess themselves and make some changes at the necessary points to achieve better learning outcomes (Stiggins, 2005).

Hamp-Lyons (2016) has made a summary for this situation and showed *Assessment for Learning* as the significant growth in the recent period. For Hamp-Lyons (2016):

> assessment for learning (AfL) can relate to formative assessment, self and peer assessment, classroom assessment, dynamic assessment, student-oriented assessment and several other assessment terms that have emerged recently enough to still be in flux at this point (Hamp-Lyons, 2016, pp. 21-22).

Assessment for Learning has become a noticeable issue as a result of the reputation it has gained in recent years (Wu, Zhang & Dixon, 2021). Teachers' *Assessment for Learning* literacy is the primary idea about enhancing teaching and learning (Alonzo, 2016). A group of teachers, in the study of DeLuca, Klinger, Pyper, and Woods (2015) emphasised the importance of being clear in using *Assessment for Learning* in their classes, for especially the points teachers aimed to achieve, proper way(s) to detect whether they could reach it or not, and assessment criteria. DeLuca et al. (2015) suggest teachers endeavour to figure out various *Assessment for Learning* practices working in specific contexts when they try to bridge the gap between its theory and practice for their own classes. For instance, levels and groups of students can be problematic, thus these issues will probably need more precise illustrations during the process of improving teachers' skills.

1.3. Changing Perspectives towards Assessment

The book 'Language Testing' written by Robert Lado is the starting point of language assessment (Tsagari & Banerjee, 2016; Xi & Davis, 2016). In the 21st century, changes have been detected in for which aims assessment is implemented and how it is conducted; thus, language teaching has also been influenced with these changes (Hamp-Lyons, 2016). In the first period, structural approach was dominant, and groups of separate items were taught in language teaching. After this, the psycholinguistic-sociolinguistic approach became prominent. For this time, a variety of language abilities were being integrated, for instance, in completing close passages. Following this, communicative approach has come to the forefront and has still been prominent in language teaching for more than 30 years. This approach has brought 'grammatical knowledge', 'sociolinguistic competence', and 'strategic competence' together (Tsagari & Banerjee, 2016).

At the beginning of the 21st century, the inclination of language testing has been towards recognising who the students are and what they are in need of socially.

Educational objectives have been accepted more in this period by the testing organisations. Advanced tools and approaches have promoted them; thus, there have emerged a variety of better instruments corresponding to a greater extent of aims (Hamp-Lyons, 2016).

All around the world, a variety of research has been conducted following the emergence of the importance of assessment in education. In the prominent report of OECD published in 2008, *"personalised learning"* was mentioned and, in accordance with this, "continual identification of and responses to students' needs" (p. 9) was emphasised. It is required that teachers' responsibility in assessment be investigated and combined with strong experimental and theoretical outcomes so that it can be stated to determine the success of teaching (Alonzo, 2016). Researchers from various parts of the world have carried out studies on exercising *Assessment for Learning* for the reason that it offers potential for the development in students' learning and self-regulation competencies (Wu et al., 2021). As stated by many scholars (Swaffield, 2011; Birenbaum, DeLuca, Earl, Heritage, Klenowski, Looney, Smith, Timperley, Volante & Wyatt-Smith, 2015), *Assessment for Learning* has earned a reputation in many countries around the world. Maybe, it is Broadfoot (2014) who suggests the relationship between FA and *Assessment for Learning* in a striking way:

> Building on the relatively well-established foundations of 'formative assessment', the tidal wave of interest in 'assessment for learning' (AfL) has become a global phenomenon. The clear message of empirical research that, used skilfully, such assessment can significantly enhance student learning and performance, has elevated AfL into something of a 'holy grail' for governments desperate to raise student achievement across the board in an increasingly competitive world (Broadfoot, 2014, p.v).

In agreement with the development in academic studies, *Assessment for Learning* has appeared in many different educational contexts in recent years. It has been associated with a growing interest as the core element of educational developments starting from the end of the 1990s. *Assessment for Learning* influence has been clear in the Asia Pacific region. For example, in Australia, achievement standards have been set up for both promoting teachers' knowledge and skills and also improving learning. In this scope, *Assessment for Learning* has come to the forefront in Australia. In Canada, *Assessment for Learning* is the fundamental characteristic of assessment policies and crucial steps have been taken for enabling teachers to understand and practise the assessment policies. *Assessment for Learning* is planned to be included in Israel within the scope of the teacher

training programs arranged by the Ministry of Education and training institutes. During the 1990s, the educational system in New Zealand gave priority to formative purposes in assessment, and the Ministry of Education reinforced the teachers' *Assessment for Learning* development through long-term programs. Similarly, *Assessment for Learning* was also highlighted and upheld in the revision made in the year 2007 in New Zealand. With the publications of Black and Wiliam's 'Inside the Black Box: Raising Standards through Classroom Assessment' in 1998, the first steps associated with *Assessment for Learning* were taken in Norway. Following the arrangements made in the 1990s, *Assessment for Learning* practices became a critical issue as a consequence of PISA results for Norway. The Ministry of Knowledge prepared a guide for teachers to make clear details of assessment implementations in 2006. In the USA, *Assessment for Learning* has gradually made a ground in the education system. There is a growing interest for *Assessment for Learning* in the USA for example frequent meetings held in the American Educational Research Association. It is also prominent in the USA that the *Assessment for Learning* opinion has been included in the FA description by the Institute of Education Science (Birenbaum et al., 2015).

Many countries around the world put *Assessment for Learning* as a component of educational reform. Similarly, several innovations have also been implemented in the Turkish education system. The impacts have been observed in the curriculum of 2013 prepared by the Turkish Ministry of Education (Karaman & Şahin, 2017). In Turkey, MoNE has put an emphasis on the same issue in the 2023 Education Vision. The 2023 Vision puts individual development of the student in the centre. Accordingly, from the perspective of assessment, an approach grounded on "development of the learner" will determine which methods are used in assessment and how assessment is carried out. Thus, in order to achieve this, the first aim is "Assessment and Evaluation Methods will be activated for improving the Quality of the Education" and this points out "diversifying types of assessment and understanding on integrating product and process-based assessments" (p. 35). In this direction, moving into the electronic portfolio system based on individualised learning is a crucial issue of the vision. Accordingly, it is aimed to follow the development of each student from the early ages until the end of high school period with the preparation of an electronic portfolio (MoNE, 2018a).

1.4. Statement of the Problem

The issue of *Assessment for Learning* has received considerable critical attention as the enrichment of Formative Assessment (Assessment Reform Group, 2002; Wiliam, 2011a; DeLuca, Chapman-Chin & Klinger, 2019). Although the prominence of *Assessment for Learning* has been acknowledged as an essential element for sustaining powerful teaching (Black & Wiliam, 1998a), suspects have been detected in carrying out these techniques (DeLuca et al., 2019). For instance, one example for this was the study of Bennett (2011). The first issue dealt with in this study was various *Assessment for Learning* definitions considered to have the potential to cause diversity in practice and thus possible changes in its usefulness. The second one was questions raised depending on the studies demonstrating its effectiveness. However, Bennett (2011) also put forward recommendations to be able to get the greatest advantage from FA, and one of these recommendations, which is crucial for the current research, is that teachers are required to know essential points for practising FA and to have time and support for improving their assessment skills. Despite the international reputation of *Assessment for Learning*, Swaffield (2011) has also been cautious about misrepresentations of *Assessment for Learning* going along with its vital properties. In another study, DeLuca et al. (2015) revealed that a greater number of the participant teachers reported differentiations in terms of their *Assessment for Learning* understanding and practices in a positive manner in the scope of the project they took part in. In this study, the teachers reported to make some adjustments in their assessment implementation and returns of the students were also observed. Thus, essential changes were found in teachers' assessment understanding that justify these variances in practice and students' replies for this (DeLuca et al., 2015). However, it is vital to report the statement of Willis (2011b, p. 5) that "the assumption that AfL can lead to learning gains for students is not disputed". Thus, it has not been possible for students and teachers to make use of *Assessment for Learning* opportunities and to realise the expectations (Laveault & Allal, 2016).

The findings revealed in the study of Yan and Brown (2021) that it is critical that executing *Assessment for Learning* was insufficient despite committed efforts of Hong Kong due to the public examinations. In the study, it is suggested that differentiation could be achieved in the way of carrying out these practices regarding the principles adopted in culture, history, and society of Hong Kong (Yan & Brown, 2021). The duty of teachers is of vital importance. In this sense, teachers' perception and classroom

practices affect the accomplishment of formative assessment (Yan, Li, Panadero, Yang, Yang & Lao, 2021).

According to Yan et al. (2021), executing FA in the classes is a demanding job, and these researchers categorised the elements causing difficulty for FA in two groups: *personal* and *contextual factors*. Personal factors include ideas, attitudes, abilities, and knowledge of teachers and they play the determining role in achievement of FA practices (Yan, 2014; Heitink, Van der Kleij, Veldkamp, Schildkamp & Kippers, 2016; Yan et al., 2021). At this point, providing reinforcement for teachers is important; therefore, they are able to carry out their duty in executing FA (Yan et al., 2021). In the related literature, it has been expressed that further studies are required in order to comprehend appropriate *Assessment for Learning* use comprising each essential part (Wu et al., 2021).

For English Language Teaching, Tsagari and Banerjee (2016) have expressed the crucial position of assessment in these teachers' everyday classroom implementations. Over the last 20 years, there has been a dramatic increase in the number of studies on *Assessment for Learning* around the world. There have also been given special attention for *Assessment for Learning* in various English language-teaching contexts around the world (Lee, 2007; Lee, 2011; Lee & Coniam, 2013; Retnaningsih, 2013; Sardareh & Saad, 2013; Sardareh, Saad, Othman & Me, 2014; Mak & Lee, 2014; Huang, 2015; Cindrić & Pavić, 2017; Umar, 2018; Nasr, Bagheri, Sadighi & Rassaei, 2018; Xu & Harfitt, 2019; Nasr, Bagheri, Sadighi, & Rassaei, 2019; Vattøy, 2020; Ghaffar, Khairallah & Salloum, 2020; Lu & Mustapha, 2020; Nasr, Bagheri & Sadighi, 2020). However, in the year of 2014, Öz, who was a researcher in Turkish EFL context, stated that the number of studies conducted related to *Assessment for Learning* in English language teaching was limited in the context where it is a second or a foreign language. To the best of the researcher's knowledge, there has not been sufficient research in the Turkish EFL context in the present day as well. The focus of the current study was to prepare an In-Service Training Program about *Assessment for Learning* in the light of the data to be obtained for analysing the needs, namely necessities, lacks, and wants, of English language teachers working in state schools.

In Turkey, students have the opportunity of learning English for many years; however, the consequences are generally not satisfactory due to a variety of reasons such as students, teachers, curriculum, and so on (Bayraktaroğlu, 2014; Aydın, 2017). There have been several research studies carried out on the problems experienced in foreign

language education recently, it has been evaluated from various aspects such as teacher (Paker, 2014), teacher training (Demirpolat, 2015), teaching methodology (Işık, 2008; Haznedar, 2010), planning (Işık, 2008; Paker, 2014), physical conditions (Paker, 2014; Demirpolat, 2015), and administrative issues (Bayraktaroğlu, 2014). It is possible to say that one of the most frequently focused issues has been 'assessment and evaluation' (Kırkgöz, 2007; Haznedar, 2010; Merter, Kartal & Çağlar, 2012; Paker, 2014; Aydın, Akay, Polat & Geridönmez, 2016).

The year 2006 was the opening of a new period in English Language Education in Turkey with the inclusion of Communicative Language Teaching in curriculum (Kırkgöz, 2007; Haznedar, 2010; Demirpolat, 2015). It was a change from traditional language teaching methods to Communicative Language Teaching (Kırkgöz, 2007; Haznedar, 2010; Demirpolat, 2015). Related to assessment, this new change requires a student's performance-based assessment instead of traditional ways (Kırkgöz, 2007). For assessing performance, ability tests are thought to be insufficient; students' response has a special importance (Poehner & Lantolf, 2003). The innovations have been brought to foreign language education with the regulation of the Board of Education and Discipline in 2006 (Haznedar, 2010), and it is especially crucial to investigate what has been conducted in assessment with these implementations.

Yücel, Dimici, Yıldız, and Bümen (2017) conducted a study related to the English Language Curricula between 2002 and 2017, including the year when the regulations were made. As a result of the study, it was first reported that process-based assessment was preferred in the curriculum of secondary school education in 2002 that was congruent with the Communicative Approach. However, a contradiction was detected when the sample questions prepared for the curriculum were examined. As the curriculum of 2011 year was evaluated, it was expressed that there was an assessment method based on both product and process oriented in the curriculum. However, Yücel et al. (2017, p. 720) stated that there is an ambiguity in using the assessment techniques recommended in the curriculum since there is not a unity between the curriculum objectives and assessment and evaluation techniques.

As it is understood here, although the formative assessment is preferred, there is an uncertainty among teachers about the implementation of these methods. In another study conducted on the opinions of English language teachers working at secondary schools about the curriculum, the participants expressed that the assessment and evaluation tools

that were in the curriculum were for summative assessment more than formative assessment (Merter et al., 2012). In the last part of their study, Yücel et al. (2017) examined the curricula of the years 2014 and 2016 and concluded that both traditional assessment techniques and performance-based ones were suggested in these curricula. However, Çelik and Filiz (2018), evaluating the secondary school English language curriculum of the year 2014, detected critical outcomes that the theory could not be put into practice, there was a lack in sample of assessment, and there was an ambiguity on types of assessment for the activities for this curriculum. Consequently, it has been deduced that although crucial steps have been taken towards the formative assessment, there is a need for further studies because there have been critical problems especially about the implementation in the classroom environment.

Following the consideration of the curriculum evaluation, the studies related to implementation of assessment techniques have also been investigated, and it has been revealed that formative assessment could not be carried out appropriately. For instance, Haznedar (2010), conducting a study on English language teachers' preferences on assessment and evaluation methods, reported that they used 'written exams' (98.9%) most, 'exercises' (81.2%), 'matching' (79.7%), and 'multiple-choice questions' (78.2%). Furthermore, Erkan (2012), focusing on only teachers working in primary schools, concluded that teachers, especially working at state schools, could not use portfolio, open-ended questions, discussion, or presentation. Moreover, Paker (2014), trying to find out the reasons for failure in foreign language education, detected a point related to 'assessment and evaluation methods, ways, and tools' and revealed that foreign language levels were identified mostly with grammar and reading questions as the written exam papers of different grades were examined.

A recent report of OECD in 2019 can be considered as the summary of the situation. In this report, the reform in the Turkish Education system has been mentioned, and it has been aimed to develop its quality and justice for all students. Although the curriculum has set ground for student assessment, it has been reported that this objective has not been totally achieved in practice. As the general picture in the classroom is defined as assessment refers to questions leading students to memorise instead of enabling them to critical thinking and problem solving. As one of the explanations for this, teachers may not comprehend objectives in the curriculum totally, and depending on this, what it brings to the assessment. According to this report, teachers are required to use various

assessment methods in their classes. It has been expressed that teachers are efficient and have no doubt in using assessment techniques such as multiple-choice tests and short answer questions but are not as assured with other types such as portfolio, essay writing, and so on. Thus, as a conclusion, it has been advised to improve a variety of assessment tools for the purpose of enabling teachers to benefit a great deal of assessment techniques in their classes, and this should also be supported with practical implementation of these techniques in the scope of teacher education programmes (Kitchen, Bethell, Fordham, Henderson & Li, 2019).

DeLuca, Luu, Sun, and Klinger (2012) made a summary of the situation in several countries where the number of studies increased for providing support for potential pedagogical influence of *Assessment for Learning* following the review of Black and Wiliam. However, the necessity of conducting further research in terms of professional development has been underlined in several studies (Bailey, 2017; Deneen, Fulmer, Brown, Tan, Leong & Tay, 2019).

In order to establish the successful fulfilment of *Assessment for Learning*, Alonzo (2016, p. 46) has declared that teachers are required to carry out two duties: "(1) to develop their AfL skills and (2) to ensure that students will respond positively to the activation to develop their skills required in learning". In Turkey, English language teacher training programs provide two courses, which are "Assessment and Evaluation" and "English Language Testing and Evaluation", at the undergraduate level with the decision of the Higher Education Council. However, a striking outcome revealed in a recent study of Ölmezer-Öztürk and Aydın (2019) is that the undergraduate training could not be sufficient for teacher candidates to be literate. Furthermore, there is no system to regulate professional development of English language teachers in Turkey.

Recently, it has been concluded that foreign language teachers have not had a comprehensive in-service training on assessment and evaluation, and levels of their assessment literacy skills were found to be low. Thus, it has been advised for them to have in-service training (Hatipoğlu, 2015; Mede & Atay, 2017; Ölmezer-Öztürk & Aydın, 2018).

1.5. Purpose of the Study

All the evidence has suggested that *Assessment for Learning* is among the most important factors enhancing learning. In this sense, the first purpose of this study was to

identify which *Assessment for Learning* methods were used by English language teachers working in state high schools and how they used *Assessment for Learning* methods and evaluation techniques as their daily routines of the language classes. This study aimed to investigate what these teachers' needs on *Assessment for Learning* including their necessities, lacks, and wants.

Following the identification of their needs, a training program was planned to address these needs. Consequently, as the second purpose of the study, an In-Service Training Program was designed and conducted for EFL teachers working in state high schools. In this way, it was aimed to increase the levels of teachers' awareness about *Assessment for Learning* and latest implementations that they can use in their classes. Teachers' ideas about the program were also examined at the end of the program.

1.6. Research Questions

The present study investigated the *Assessment for Learning* methods and needs of the English language teachers; accordingly, the purpose of the study was to prepare and implement an In-Service Training Program. In the direction of the aforementioned aims, the following questions were addressed:

1. What are the *Assessment for Learning* methods used by English language teachers working in the high schools of the Ministry of National Education?
2. What are the needs of the teachers on *Assessment for Learning*?
3. What are the features of an 'In-Service Training Program' designed to meet the needs of the teachers?
4. What opinions are developed from the teachers for the 'In-Service Training Program'?

1.7. Definitions of Key Terms

The definitions of the key concepts that provide the basis for this dissertation are defined in this part.

Language Assessment: "a broad term referring to a systematic procedure for eliciting test and nontest for the purpose of making inferences or claims about certain language-related characteristics of an individual" (Purpura, 2016, p. 191).

Language Assessment Literacy: "language teachers' familiarity with testing definitions and the application of this knowledge to classroom practices in general and specifically to issues related to assessing language" (Malone, 2013, p. 329).

Assessment for Learning (AfL): "Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited" (Black & Wiliam, 2009, p. 9).

Target Needs: " 'Target needs' is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of *necessities, lacks* and *wants*" (Hutchinson & Waters, 1987, p. 55).

- *Necessities:* "What the learner has to know in order to function effectively" (Hutchinson & Waters, 1987, p. 55).
- *Lacks:* "What the learner knows already, so that you can then decide which of the necessities the learner lacks" (Hutchinson & Waters, 1987, p. 56).
- *Wants:* "So far, we have considered target needs only in an objective sense, with the actual learners playing no active role. But the learners too, have a view as to what their needs are" (Hutchinson & Waters, 1987, p. 56).

CHAPTER 2

2. REVIEW OF LITARATURE

This chapter introduces the theoretical background of language assessment in relation to the changes in language teaching methodology and a special attention is given to Socio-Cultural Theory. Following this, terminological clarification is provided for the main issue of the dissertation, *Assessment for Learning* in the light of the developments in assessment. There is also an extensive body of research regarding *Assessment for Learning* and its effect on English language teaching and learning from different parts of the world. The last section ends by outlining the properties in relation to the Turkish EFL high school context.

2.1. Theoretical Framework

Theoretical framework of language assessment is presented in this section with a special focus on Socio-Cultural Theory.

2.1.1. Language teaching methodologies and language assessment

Bachman (2004) explains the term assessment as "the process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded" (p. 7). As specific for language education, Combee (2018) provides another definition: "assessment refers to 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" (p.10).

In the literature, there is another term, 'testing', which is alternately put in the place of assessment in some cases, but these two terms have different meanings (Brown, 2003). Combee (2018) also identifies the concept, testing as:

> …the process of seeing how we match up to a standard or standards. The abilities, knowledge or skills targeted by the test are known, the rubric is known, the levels are known. We have a set of clear, transparent testing guidelines to follow to see how we fit in with others taking the same test, or against a set of given criteria (Combee, 2018, p.41)

According to Brown and Abeywickrama (2018), tests can be explained as a component of assessment which is seen as the larger one, and tests are only one of the ways that can be used for assessment.

There have been several significant changes observed in language testing and assessment. A close relationship can be detected in the literature between the changing conditions in language teaching methodology and language testing by looking at the historical processes, and investigations of various researchers. Several reviews on the development of language teaching methodology have been examined in the following paragraphs.

Heaton (1990) investigates language teaching in relation to four approaches: 'The Essay-Translation Approach', 'The Structuralist Approach', 'The Integrative Approach', and 'The Communicative Approach'. The Essay-Translation Approach is also known as the 'pre-scientific stage'. Accordingly, teachers' subjective decisions are central and there is no need skill for testing. Essay writing, translation, and grammatical analysis are the components of the tests for this approach. For the Structuralist Approach, acquisition of habits is thought to be the main issue. Contrastive Analysis emerged as a critical subject according to this approach. Language elements such as grammar, vocabulary, and phonology and language skills such as reading, writing, listening, and speaking are tested apart and without a context. Reliability and validity in statistical measures are the central issues on testing which results in the favour of multiple-choice tests. The Integrative Approach necessitates the context for language testing. For this approach, at least two language skills are tested at the same time. Cloze tests and dictations are two examples appropriate for this approach. Integrative tests "are concerned with a global view of proficiency- an underlying language competence or grammar of expectancy, which is argued every learner possesses" (p. 16). The Communicative Approach has both similarities and differences with the Integrative Approach. As the similarity, for both, meaning of utterances is crucial instead of form and structure. On the other hand, the distinction belonging to the Communicative Approach is that tasks are prepared for students who will probably encounter the tasks outside the class; thus, the achievement of a student depends on the success in communication.

Berry (2008) examines the effects of 'Behavioural Views', 'Constructivism', and 'Cognitive Science'. In language assessment, the model of Behaviourism can be expressed as measuring separate items one at a time and calculating the total score on the

true responses, and it is believed that the test score demonstrates a student's level of proficiency. According to this view, the purpose is to investigate whether students fulfil the necessities, and the assessment is conducted as revealing the similarities and dissimilarities between predetermined learning aims and the students' last performance. The behaviourist view, in terms of assessment, is concerned with 'product' in learning, and for detecting this, it pinpoints students' attainment of the objectives established in advance. Constructivism, as opposed to Behaviourism, recognises the importance of students' active role in learning. According to Constructivism, students actively acquire knowledge depending on their experiences, and the learning process is crucial. As for this view, it is much more about the 'process' in learning. In this view, it is crucial to figure out learners' ways of learning, to identify their strong and weak sides, and to determine how they can improve their performance. Cognitive Science brings out metacognition as a critical element in assessment. In this sense, the purpose of assessment is to make students autonomous. They should take responsibilities in planning, detecting, and regulating their own learning (Berry, 2008).

James (2008) suggests three generations for explaining the relations of assessment with learning. As for the first generation, learning is mostly about what teachers would like to teach. Accordingly, students do not play an active role in learning, and their success is determined depending on their degree of acquisition. This generation is in conformity with learning views of Behaviourism. Students' performances are evaluated in a testing environment, and these performances correspond to what they remember and know and what they could do. In this generation, tests and tasks are important for assessment and they are used when a part of the learning period is completed. Students' answers or their performances are checked out whether they are right or not, and it is possible to evaluate their scores in reference to the students' certain criteria or the earlier results they had. In relation to the second generation, the Cognitive Constructivist view is explicated and is different from the previous one. Students' active role becomes prominent. For this view, the things that students learn do not always equal the points that teachers aim to teach. As for suggestions for assessment in this generation, students as individual are at the centre and the main concerns are understanding and problem solving. For this time, students' performance equals what they can do for solving the problems and for showing cognitive abilities. Tests are implemented at the final period of a learning part. In relation to tasks, teachers can use essays, think-aloud protocols, and projects; thus,

teachers can determine and use some criteria to assess students' works. Success for students can be explained as their attempts for making up the difference between their current and target levels. The third generation is grounded on a Socio-Cultural view of learning. According to this view, "learning is a mediated activity" (p. 30), and at this point, there are two important concepts and the first one is tools that can be exemplified with sign system and language and the other one is artefacts. These artefects can be books or equipment. From this perspective, social interactions are crucial in learning for the reason that students can improve their language during the communication. In relation to this view, there are important assessment implementations. Assessment should be executed together with learning, assessment does not follow learning, but they are conducted at the same time. Thus, this also requires community instead of external judgement, and teacher assessment, self-assessment, and peer assessment have importance in relation to Socio-Cultural view. Holistic and qualitative evaluation is crucial related to this view.

In a recent study, Brown and Abeywickrama (2018) examined the language testing and assessment in relation to three main titles that are 'Behavioral Influences on Language Testing', 'Integrative Approaches', 'Communicative Language Teaching', 'Alternative Assessment', and 'Performance-based Assessment'. Around the mid- 20th century, it is seen that Behaviourist View and Structural Linguistics had an impact on language teaching and testing. This period is associated with multiple-choice tests of grammar and vocabulary and translation activities, and they are referred to as 'discrete-point tests'. As for the idea that assessment based on, language is considered to separate into its elements to test these elements, which are language skills reading, listening, writing, and speaking in addition to the language units, which are phonology, morphology, discourse, syntax, and lexicon. This idea required that overall language proficiency tests checked each of the language skills and numerous individual units. Another point is the Integrative Approaches. Decontextualisation is thought to be the lack of the discrete-point approaches upon the appearance of the importance of communication and context in language teaching. Integrative testing became evident, and cloze test and dictation are two kinds of these tests. The supporters adopting this idea focused on unitary trait hypothesis that offered an "indivisible view" (p.15), and accordingly, it is not possible to separate language skills and points called as discrete from each other, and language proficiency can be seen as the combination of these skills

and points. As a consequence of Canale and Swain's study on communicative competence, the centre of testing moved on communicative tests (Brown & Abeywickrama, 2018). Bachman (1990) defined the communicative language ability "consisting of both knowledge, or competence, and the capacity for implementing, or executing the competence in appropriate, contextualized communicative language use" (p. 84). In the Language Competence Model suggested by Bachman (1990), there are two main elements 'Organizational Competence' which includes Grammatical Competence and Textual Competence and 'Pragmatic Competence' which consists of Illocutionary Competence and Sociolinguistic Competence (p. 87). For the most recognized views, tests are thought to be never failing and effective, they can also be implemented at low cost and fast, and the results of tests can be obtained at once. However, a discussion held during the 1990s was whether it was possible to measure all skills through traditional tests. Alternative assessment appeared as a consequence (Brown & Abeywickrama, 2018).

In summary, all these review studies have attempted to provide an overview of the literature on the developments in language teaching methodology specifically focusing on testing and assessment. 'Communicative Approach' appears in the study of Heaton (1990) which is a climax in current language teaching and assessment understanding. More recently, 'Behaviourist Approach' and 'Constructivist Approach' are addressed in the studies of Berry (2008) and James (2008). However, when the Behaviourist and Constructivist paradigms are taken into consideration, 'mind' and learning are devoted to students as personally, and the role of social and cultural context is ignored, and Sociocultural view provides a strong theoretical ground for teachers who attempt to implement *Assessment for Learning* (Willis, 2009). In the review of Brown and Abeywickrama (2018), Alternative assessment emerges as the final point. Alternative assessment approaches have attracted attention in the assessment context in recent years. Among these approaches, DA points to a process-oriented assessment that makes learners take part in their Zone of Proximal Development (Birjandi, Naeini & Duvall, 2012). As a consequence, 'Socio-Cultural Theory' has come to the forefront as the final point of all these developments in language teaching methodology (Fulcher, 2012) and the relationship between 'Socio-Cultural Theory' and *Assessment for Learning*, which is the main consideration of the current study, can be understood with the statement of Stobart (2008) that "the learning theory approach which underpins current AfL positions,

including my own, is probably best described as 'social constructivist'. This seeks to hold in balance learning as a cultural activity and as individual meaning-making" (p. 151).

The next part sheds light on the relationship between *Assessment for Learning* and Socio-Cultural Theory.

2.1.2. Socio-cultural theory and 'Assessment for Learning'

The Socio-Cultural Theory asserts that learning occurs at the moment when individuals are involved in the culturally organised environments in which students, pairs, school, and parents take part. In this respect, the environment has a great influence on cognitive activities (VanPatten & Benati, 2010). Although it is important to reveal learners' actual development in order to arrive at a decision on their present and potential development, it is not sufficient to determine students' actual development for understanding students' potential development. It is essential to detect the processes that are still developing in order to determine the development of students (Vygotsky, 1978).

Lev Vygotsky is accepted as the representative of Socio-Cultural Theory. The theory gives a special value to a student's development in cooperative tasks with the support of a more capable peer. According to Vygotsky, language is one of the most important factors acting in cognitive development. This theory brings attention to cooperative interaction of a learner with others whose knowledge levels are higher. By way of dialogues, they have the chance to learn their culture such as how to consider and behave (Woolfolk, 2007).

The relationship of Formative Assessment with Socio-Cultural Theory has been commonly expressed by several researchers in the literature. From the theoretical perspective to the dimension of practice, Cowie (2012) examines the socio-cultural proposition that suggests an understanding of assessment implementation that consists of formative assessment. From this work of Cowie, Formative Assessment is also called as *Assessment for Learning*, and accordingly, the place of Formative Assessment in student and teacher classroom implementation has been highlighted with Black and Wiliam's (1998a) review.

Willis (2009) puts an emphasis on the complicated nature of the relationship among student and teacher, their identities, practices related to learning and assessment in the classroom environment and suggests *Assessment for Learning* from a Socio-cultural dimension. When *Assessmet for Learning* is evaluated from a Socio-cultural viewpoint,

it is possible to perceive social and cultural contexts that have an impact on classroom assessment more efficiently and to provide more appropriate support for teachers to use techniques of *Assessment for Learning* in the scope of their own teaching context. In *Assessment for Learning* implementations, learners need to play an active role in their improvement. *Assessment for Learning* is also accepted as pedagogical implementation carried out simultaneously with learning and teaching. From a Socio-Cultural point of view, teachers can overcome the difficulties with the purpose of fostering learners' autonomy in their own setting (Willis, 2009).

The next part addresses *Assessment for Learning* from the points of 'Zone of Proximal Development', 'Dynamic Assessment' and 'Scaffolding'.

2.1.2.1. *Zone of proximal development*

Zone of Proximal Development (ZPD) is one prominent concept of Socio-Cultural Theory. Vygotsky (1978) defines this principle and expresses two types of development: 'actual development' and 'potential development'. Students' own problem solving indicates their actual development level. Potential development is also related to their problem solving, but it is with the help of an adult or with more competent peers. The distance between these two levels is defined as 'Zone of Proximal Development' (ZPD) (p.86). The proposal of Vygotsky (1978) is that an important property of learning is to generate ZPD which means that learning brings out several developmental processes and these processes could be carried out at the time that children are involved in communication and cooperation with the others around them (p. 90).

Lantolf, Thorne, and Poehner (2015) point out the value of ZPD and focus on the concept "assisted performance" which is not the same thing with ZPD, but this concept has a powerful impact on understanding why the studies of Vygotsky drew attention. ZPD is also forward-looking, that is to say that "what one can do today with mediation is indicative of what one will be able to do independently in the future" (Lantolf, Thorne & Poehner, 2015, p.212). This makes ZPD also influential and differentiates it from traditional tests (Lantolf, Thorne & Poehner, 2015).

Assessment for Learning has been most often established in the Vygotsky's Zone of Proximal Development (Fulcher, 2012). Black and Wiliam (2006) examined key elements, and while explaining one of these elements, "*feedback and student-teacher*

interaction", they put an emphasis on the relationship between Formative Assessment and Vygotsky's Zone of Proximal Development.

2.1.2.2. *Dynamic Assessment*

As a theoretical consideration, Vygotsky's concept of ZPD maintains a basis for Dynamic Assessment (Lantolf & Poehner, 2004). ZPD is a term proposing a theoretical structure for DA. Accordingly, students' actual performance on a task is thought not to show the exact point that they will possibly reach in the future. Here, it is important to consider the things that students are capable of with others' help for noticing their potential development (Leung, 2007).

In the frame of DA, instruction and assessment should be integrated and they should become a whole. Learners in this context should maintain a number of different supports. In this way, their abilities will be brought to light and improved at the same time (Lidz & Gindis, 2003). As Vygotsky was a psychologist, his studies did not suggest how to implement principles of DA in educational settings. However, based on Vygotsky's recommendations, specialists in language education carried out studies for the application of these principles in language learning (Yıldırım, 2008). ZPD can be considered as a crucial model that provides support for both theoretical frameworks and collaborative implementations (Öztürk, 2015).

To understand DA better, Lantolf and Poehner (2007) put an emphasis on another distinction between 'formative assessment' and 'summative assessment'. While summative assessment is related to making decisions about a finished term, formative assessment points to a process in which some changes are made for better learning outcomes (Popham, 2009). In this scope, no direct relation is found among summative assessment and instruction; however, a cyclical relation is mentioned between them in formative assessment. The critical point here differentiating DA from these two types of assessment is that mediation is maintained when learners need to reinforce their development during the assessment, however, feedback in both summative and formative assessments are provided following the assessment (Lantolf & Poehner, 2007). At this point, Lantolf and Thorne (2006) share a critical statement of Vygotsky "the only appropriate way of understanding and explaining ... forms of human mental functioning is by studying the process, and not the outcome of development" (p.28).

In the study of Lantolf and Poehner (2004), a theoretical framework was proposed for DA implementation for L2 assessment. These researchers claimed that DA could be put into practice in FA. Poehner (2005) investigated DA implementations in the L2 learning environment and the outcomes revealed that DA was useful in detecting abilities of language learners. In the study, this approach is suggested as appropriate for executing FA in a more detailed manner in L2 learning context. Poehner and Lantolf (2005) conducted a study on DA application in L2 context and they proposed that it was possible to perform FA in a well-planned way.

Many researchers, especially in recent years, have raised doubts about the value of large-scale tests by giving support to the contextualised and communicative assessment. Accordingly, it is not possible to bring out actual performance using these standardised tests. Performance assessment needs performance and it should be evaluated in a planned way depending on the teacher's observation or maybe their observation or peers'. Oral and written productions, integrated performances, and group performances can be demonstrated as some examples of performance-based assessment (Brown & Abeywickrama, 2018). Although product-oriented assessment is often used in foreign language teaching, teachers experience the situation of having differences between students' performances in the class and their exam results, and 'Dynamic Assessment' (DA) based on Vygotsky's Socio-Cultural Theory has brought a new understanding into this issue (Yıldırım, 2008).

Assessment for Learning shows similarities with 'Dynamic Assessment' (Brown & Abeywickrama, 2018). Leung (2007) verbalises three common properties of DA and *Assessment for Learning* as "(a) a commitment to improving student learning through assessment activities, (b) use of students' current knowledge and ability as the starting point for assessment, and (c) a belief in teacher intervention through interactive feedback" (p.267).

2.1.2.3. *Scaffolding*

Scaffolding can be defined as "a collaborative process through which a teacher or a more proficient learner provides support or guidance to assist a less proficient learner" (Rassaei, 2014, p. 420) or "assisted performance" (Poehner & Lantolf, 2005, p.259). Scaffolding can also be explained as help provided with the aim of learning and suggesting solutions for the problems. Learners can improve their independence in

learning through these supports which can be giving clues, encouraging, or demonstrating samples (Woolfolk, 2007). Scaffolding is of use as compensation to a student or a group who do not have sufficient ability to complete a task appropriately (Poehner & Lantolf, 2005).

Stiggins (2005) reflects the relationship of scaffolding with *Assessment for Learning*, and accordingly, as the first step, students find out achievement expectations by going through some good and insufficient examples. In this respect, they have the chance to experience scaffolding. It can also be said that a student is the captain of their own ship with the help of a teacher. They can control at which level that student is at that moment. Furthermore, they can determine where they should go, as a next step, according to the objectives on which they have negotiated and reached an agreement. The duty of students is to have a discussion on evidence of learning with peers, teachers, and parents during the whole path to the achievement of the objectives. *Assessment for Learning* is based on the idea that learners are also the individuals responsible for determining instruction (Stiggins, 2005).

According to Vygotsky, it is not appropriate to limit development to only one test or a task, instead, it should include students' competence of conveying things that they have internalised with the help of mediation beyond the task (Poehner & Lantolf, 2005). The things that students achieve by themselves demonstrate their already developed abilities. The crucial element, at this point, is mediation relevant for students (Lantolf & Poehner, 2007).

2.2. From the Earlier Development of 'Formative Evaluation' to Latest Conception 'Assessment for Learning'

In the educational setting, the term formative appeared in the study of Scriven in the year 1967 from the point of goals and roles of evaluation (Scriven, 1967). After this first step, Bloom (1969) defined formative evaluation as "evaluation by brief tests used by teachers and students as aids in the learning process" (p. 48).

Assessment Policy Task Group, later called Assessment Reform Group, brought criticism for the processes of national assessment policy in the United Kingdom. As a result of this, Paul Black and Dylan Wiliam were appointed to conduct a review of Formative Assessment, titled 'Assessment and Classroom Learning' and published in 1998. In the same year, the authors prepared another work 'Inside the Black Box' and

they offered the main points revealed and their suggestions for assessment implementation and policies (Black, 2010).

The studies about formative assessment have been carried out since the 1970s, and there have been various examples of formative assessment with different names seen in the related literature (Torrance, 2012). Some of the definitions of Formative Assessment are presented in Table 2.1.

Table 2.1. *Definitions of formative assessment*

Years	Authors	Definitions
1989	Sadler	Formative assessment is concerned with how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning (p. 120).
1998a	Black & Wiliam	… as encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (pp. 7-8).
1998b	Black & Wiliam	We use the general term *assessment* to refer to all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes *formative assessment* when the evidence is actually used to adapt the teaching to meet student needs (p.140).
1999	Cowie & Bell	Formative assessment is defined as the process used by teachers and students to recognise and respond to student learning in order to enhance that learning, during the learning (p. 101).
2005	Threlfall	Formative assessment may be defined as the use of assessment judgements about capacities or competences to promote the further learning of the person who has been assessed (p.54).
2005	Shepard	…a dynamic process in which supportive adults or classmates help learners move from what they already know to what they are able to do next, using their zone of proximal development (p.66).

As Table 2.1 presents, it is possible to explain the meaning of Formative Assessment in different ways depending on its various descriptions available in the literature (Assessment Reform Group, 1999; Cameron, 2016). Following these definitions, Assessment Reform Group also put a special emphasis on assessment in developing effective learning, and they carried out studies on policy issues about assessment. They pointed out the differentiation in formative assessment with the following expression:

> The term 'formative' itself is open to a variety of interpretations and often means no more than that assessment is carried out frequently and is planned at the same time as teaching. Such assessment does not necessarily have all the characteristics just identified as helping learning. It may be formative in helping the teacher to identify areas where more explanation

or practice is needed. But for the pupils, the marks or remarks on their work may tell them about their success or failure but not about how to make progress towards further learning (Assessment Reform Group, 1999, p.7).

During the arguments of determining the differences between summative and formative assessment, the concept *Assessment for Learning* appeared in the 1990s (Willis, 2011a, 2011b). The first uses of the term were with Black's chapter in 1986 (Wiliam, 2011a) and James' paper in 1992 and both studies were titled *Assessment for Learning* (Wiliam, 2010; Wiliam 2011a). It is possible to see *Assessment for Learning* denoting FA just as Black and Wiliam's usage in their meta-analysis in the study of 'Assessment and Classroom Learning' in 1998 (Willis, 2011a, 2011b). This review is thought as the starting point for *Assessment for Learning*, which Assessment Reform Group put forward (Stiggins, 2016).

Stobart and Gipps (2010) explain the reason to prefer the term *Assessment for Learning* focusing on the different purposes of SA and FA. Accordingly, the aim of SA is to reveal the learning levels of the students while providing information about teaching and learning is the aim of FA in order to develop learning. For enhancing learning within the scope of FA, the role of students is crucial because they are required to monitor and regulate this process actively. As an essential technique, feedback makes it possible for students to meet the demands for achieving the target performance. For this purpose, they suggest *Assessment for Learning* aiming to clarify the purpose (Stobart & Gipps, 2010).

Assessment for Learning is developed in order to make the purpose of Formative Assessment more comprehensible (Radford, 2014). As for *Assessment for Learning*, students are responsible with their learning. They require checking their own development and success, so they are able to attain their goal on the condition that they endeavour for this incessantly (Stiggins, 2005).

Formative Assessment has some characteristics in common with *Assessment for Learning*. Both propose to reveal the needs of students and to regulate the teaching procedures (Cameron, 2016). The point that makes a distinction between FA and *Assessment for Learning* is the function of assessment (Wiliam, 2007). Although there are some overlapping properties with FA, *Assessment for Learning* encompasses some unique properties. *Assessment for Learning* can be clarified as the interactive form of formative assessment. Namely, *Assessment for Learning* is a part of continuous instructional practices, promotes students' participation in assessment actively, and

comprises affective, cognitive, and social features of learning (Laveault & Allal, 2016). The differences between these terms can be summarised in six points (Swaffield, 2011, p. 443):

- Assessment for learning is a learning and teaching process, while formative assessment is a purpose and some argue a function of certain assessments;
- Assessment for learning is concerned with the immediate and near future, while formative assessment can have a very long time span;
- The protagonists and beneficiaries of assessment for learning are the particular pupils and teacher in the specific classroom (or learning environment), while formative assessment can involve and be of use to other teachers, pupils and other people in different settings;
- In assessment for learning pupils exercise agency and autonomy, while in formative assessment they can be passive recipients of teachers' decisions and actions;
- Assessment for learning is a learning process in itself, while formative assessment provides information to guide future learning; and
- Assessment for learning is concerned with learning how to learn as well as specific learning intentions, while formative assessment concentrates on curriculum objectives.

As a replacement for FA, Assessment Reform Group (2002) denote the term *Assessment for Learning* with the definition given in Table 2.2. There exist several definitions of *Assessment for Learning* in the literature as seen in Table 2.2. The developments in *Assessment for Learning* in relation to the definitions are provided in the following part from the perspectives of various researchers.

Table 2.2. *Definitions of 'Assessment for Learning'*

Years	Authors	Definitions
2002	Assessment Reform Group	Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (pp. 2-3).
2004	Black, Harrison, Lee, Marshall & Wiliam	Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged. Such assessment becomes ''formative assessment'' when the evidence is actually used to adapt the teaching work to meet learning needs (p. 10).
2009	Klenowski	Assessment for Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning (p. 264).

In Table 2.2., the first definition belongs to the Assessment Reform Group offered in the 'Assessment for Learning: 10 Principles. Research-based principles to guide classroom practice Assessment for Learning'. Assessment Reform Group suggest 10 principles for the implementation of *Assessment for Learning* in the classroom (Assessment Reform Group, 2002, pp. 2-3):

Assessment for Learning ...

1. "is a part of effective planning": It is needed that teachers collect data on the progress in the direction of learning goals. This should be organised in such a way that not only teachers but also students can have a chance for collecting data and use it with the purpose of achieving these goals. It requires some strategies making certain that students comprehend the learning goals and success criteria. In this scope, it is also essential to plan the ways of providing feedback, their roles during the process of assessment, and what can be done for improving learning.

2. "focuses on how students learn": Both teachers and students should take the learning process into consideration in understanding the data and planning the assessment.

3. "is central to classroom practice": The cycle of assessment is identified as: at the beginning inviting students to indicate their abilities, comprehension, and knowledge with tasks and questions; and following this, monitoring their performances and coming to a conclusion about how to develop learning. Daily classroom implementation requires this cycle.

4. "is a key professional skill": Professional knowledge and skills is needed for planning all the steps above mentioned, and professional development should be provided for teachers.

5. "is sensitive and constructive": Teachers should be well-informed about how their students are influenced by the comments and grades. They should be careful about their comments that are needed to be constructive.

6. "fosters motivation": Teachers should bring attention to their success and progress; in this way, it is possible to support learning and motivation through assessment. It is not suggested to make a comparison among students' success that may demotivate some students. Instead, it is advised that assessment techniques should improve and maintain motivation.

7. "promotes understanding of goals and criteria": It is required that students be aware of learning goals and success criteria in order to carry out learning in an efficient way. For achieving this goal, it is suggested to include students in determining the goals and explaining the criteria. In doing this, teachers talk with students about the success criteria by benefitting from terminology and sample works appropriate for the students and by involving students in self-assessment and peer assessment.

8. "helps learners know how to improve": It is essential to provide information and support for the student to work out for the following stages in their process. The duty of the teacher is to identify their strengths and weaknesses and to demonstrate the most appropriate ways to make them better.

9. "develops the capacity for self-assessment": Teachers should prepare students in such a way that they are able to take the responsibility of their own learning while improving their self-assessment abilities.

10. "recognises all educational achievement": In the framework of *Assessment for Learning*, it is offered to increase the chances of students to learn and to allow them to attain their ultimate point.

Black, Harrison, Lee, Marshall, and Wiliam (2004)'s definition, which is the second one seen in Table 2.2, is a clarification of the difference between FA and *Assessment for Learning* (Wiliam, 2010). This definition also associates the variations made between *Assessment for Learning* and AoL and between SA and FA; and accordingly, while the difference between *Assessment for Learning* and AoL is about the purpose of assessment, the one between SA and FA is relevant to its function (Wiliam, 2010; Wiliam, 2011a). Related to this definition, Wiliam and Black (1996) stated that a test can be defined as summative or formative, and here, the critical point is the purpose of how these outcomes are explained and used.

Assessment Reform Group was criticised due to their definition with the reason of attaching insufficient importance to day-to-day practice (Ho, 2015). According to Klenowski (2009), certain misinterpretations about principles and implementations were available partially due to the uncertainty related to the previous definitions. The researcher also put an emphasis on that the main objective of *Assessment for Learning* is to boost learning and redefined *Assessment for Learning* in the Third International Conference in 2009 (in Table 2.2). According to this definition, the phrase 'everyday

practice' indicates "*teaching and learning, pedagogy and instruction*" (Klenowski, 2009, p. 264). Students need to be at the centre; thus, 'student' in this definition comes before the other agents. Each *Assessment for Learning* implementation can be replaced from teachers to students; in this way, students become responsible for their own learning as well as their peers' learning. The verbs used in this definition "'*seek*', '*reflect upon*', and '*respond to*'" (Klenowski, 2009, p. 264) are selected to imply the characteristics of *Assessment for Learning*, which looks for the evidence and tries to find its meaning and then a solution for the coming stages. It is possible that "*information from dialogue, demonstration and observation*" (Klenowski, 2009, p. 264) are considered as the sources of evidence, which may be arranged or not; thus, they should be followed carefully. As a last, for the phrase "*in ways that enhance ongoing learning*" (Klenowski, 2009, p. 264), it is advised for teachers to demonstrate students the ways to develop their work instead of saying just the necessity of doing something better (Klenowski, 2009).

In the literature, some researchers have inspected the developments in *Assessment for Learning* thoroughly in a number of periods. One of them is Alonzo (2016) who examines *Assessment for Learning* literature in three periods that are chronological. The common property of these periods is that one period covers the former by trying to clarify its weak point. Wave 1 is called '*Adoption, Dichotomisation and Formalisation*'. Mainly, FA could be defined as teachers' assessment practice frequently performed in order to enhance learning, and SA was carried out to see whether learning was achieved in a particular term. Only FA was known but it did not arouse much curiosity in this period. There was no concept like *Assessment for Learning*. In the USA and some non-English speaking countries, SA was still the most powerful way due to the demand for examinations that had accountability purposes, and in these countries, the aim was to achieve a good result in national and international exams, and this strengthened the position of SA. However, the situation was different for Australia where the education system did not depend on high-stakes tests. Teacher-based assessment played a crucial role in assessing learning (Alonzo, 2016).

As for the Wave 2 titled '*Complexification and Exploration*', this period began with the assessment reform in the United Kingdom in 1999. The Assessment Reform Group expanded the explanation of Black and Wiliam, and accordingly, students had to participate in assessing their own learning. Thus, feedback provided by teachers, peers or themselves had a great place in determining their needs to reach learning goals These

developments in *Assessment for Learning* with the efforts of the Assessment Reform Group made a tremendous impact on education systems in a variety of countries such as Australia (in most states), England, Hong Kong, Singapore, and Wales. During this period, Black and Wiliam made some modifications at different times, and according to Black and Wiliam, the one they provided in 2009 was in agreement with Assessment Reform Group's *Assessment for Learning* description (Alonzo, 2016).

In the third Wave, which is called '*Period of Realisation and Reconciliation*', the impact of SA results on developing learning and teaching has been seen in this third period and mutual support is a prominent feature in this period. In this period, *Assessment for Learning* is thought to be a more comprehensive term, and *Assessment for Learning* includes FA as a component. The change occurring about the teacher's duty has also been emphasised which was generally known as facilitator from the 1980s to the 1990s, and it has become 'activator'. In this wave, the idea on the basis of assessment is to make students gain the competency to control their own learning through *Assessment for Learning* practices. It is also observed in this period that Asian countries such as Hong Kong and Singapore have understood the importance of *Assessment for Learning*, and they have accepted and begun practising in their contexts (Alonzo, 2016).

For a different group of researchers, DeLuca et al. (2019), conceptions of *Assessment for Learning* are examined in three stages. The first one is in agreement with traditional FA understanding. Accordingly, teachers are at the centre, and this enables assessment mostly in one direction aiming to promote instruction for students to learn better. Second stage is the explanation of *Assessment for Learning* based on the mutual efforts of teachers and students. This stage is called '*second generation*' (p. 270) and it includes the definition of Klenowski and also distinction 'letter' and 'spirit' made by Marshall and Drummond (2006). In their study, Marshall and Drummond (2006) checked out how teachers put *Assessment for Learning* into practice in their classes. The researchers made an important variation between the terms '*spirit*' and '*letter*' of *Assessment for Learning* for delineating the kinds of lessons. Accordingly, the term spirit represents a lesson consisting of the tasks as identified by Marshall and Drummond (2006) "high organization based on ideas" (p.133), and the idea behind the '*spirit*' supports the autonomy of students. On the other hand, the situation is strikingly different in '*letter*' which is only an indication of a series of actions (Marshall & Drummond, 2006). The third and last one puts school in the centre in assessment. This school-based

idea implies that school leaders have the duty of providing assistance to the teachers and mentoring them to practise formative assessment efficiently (Moss & Brookhart, 2009).

Despite no consensus on a unique description, Wiliam (2011a) explains the rewording of their original definition in 2009 in a somewhat distinct manner as, for this time, it is considered to be in agreement with the first description of Black and Wiliam and also the one Assessment Reform Group suggested. This definition is considered to express the messages of a variety of definitions available among these published works (Andersson & Palm, 2017; Andersson, Boström & Palm, 2017) and to include the accurate identification (Wiliam, 2011a); thus, the following definition provides the basis for the current study:

> Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited (Black & Wiliam, 2009, p. 9).

Following the rewording of Black and Wiliam (2009), Wiliam (2010) made a further explanation of the definition in five points (Wiliam, 2010, pp. 24-25):

- *anyone can be the agent in formative assessment:* Learners and peers are also other decision makers together with the teacher who mostly fulfils this duty.

- *the focus of the definition is on decisions*: The main point of this definition is the intentions in gathering formative information of the individuals who are the parts of instruction.

- *the definition focuses on next steps in instruction*: Instruction is identified as the activities that aim to bring about learning, that is to say that instruction represents not only teaching but also learning.

- *the definition is probabilistic*: This implies that the decision will probably result in better outcomes by reminding that this may not be the same for each learner always.

- *the assessment need not change the planned instruction*: It is necessary, according to this definition, that decisions will be better/better founded compared with the ones in the absence of evidence.

Depending on this definition, Black and Wiliam (2009) broadened the five key strategies. In the following part, Strategies of *Assessment for Learning* are presented from the perspectives of several researchers starting with the explanation of Black and Wiliam (2009).

2.3. Strategies of 'Assessment for Learning'

Based on the ideas offered in the studies about the effect of *Assessment for Learning* on improving the success of students, a group of researchers including Leahy, Lyon, Thompson, and Wiliam (2005) set out on a journey. They focused on the teachers from elementary, middle, and high schools in the US. This group strived to comprehend the ways for effective use of *Assessment for Learning,* and they examined quite a few ones. At the end of their investigation, they concluded that there was not a single unique technique approved as beneficial by all the teachers in the scope of their study, however, the researchers brought to light five main strategies that were effective for all teachers in any field and grade, as follows (Leahy et al., 2005, p. 20):

- Clarifying and sharing learning intentions and criteria for success.
- Engineering effective classroom discussions, questions, and learning tasks.
- Providing feedback that moves learners forward
- Activating students as the owners of their own learning
- Activating students as instructional resources for one another

At this point, we have focused on five strategies. According to Wiliam and Thompson (2008), it is sometimes required to carry out some modifications in instruction in order to find solutions for the difficulties that students have. These strategies are the evidence for meeting their needs. The definition of Black and Wiliam (2009) can be elucidated in the following figure that provides a basis for the in-service program prepared in the scope of the current study.

	Where the learner is going	Where the learner is right now	How to get there
Teacher	**1** Clarifying learning intentions and criteria for success	**2** Engineering effective class-room discussions and other learning tasks that elicit evidence of student understanding	**3** Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	**4** Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	**5** Activating students as the owners of their own learning	

Figure 2.1. *Aspects of formative assessment* (Black & Wiliam, 2009, p. 8)

In Figure 2.1, three dimensions 'Where the learner is going', 'Where the learner is right now', and 'How to get there' are based on the processes proposed by Ramaprasad (1983). These dimensions intersect with an agent 'teacher', 'peer', and 'learner'. Thus, five key strategies of FA can be deduced from Figure 2.1 (Wiliam, 2010). Figure 2.1 demonstrates that the role of a teacher is to plan and execute a learning process, and at the same time, the duty of learners is to learn in this context. For the reason that it is the duty of both the teacher and learners to carry out learning, both sides have to perform it in order to meet the deficit of the other side. There are five key strategies, and these are (1) Clarifying and sharing learning intentions and success criteria, (2) Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding, (3) Providing feedback that moves learners forward, (4) Activating students as instructional resources for one another, and (5) Activating student as the owners of their own learning (Black & Wiliam, 2009).

2.3.1. Clarifying and sharing learning intentions and criteria for success

Learning Intentions can be defined as "a learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities" (Professional Development Service for Teachers, 2016, p.34). It is valuable for students to become aware of the learning intention (Wiliam, 2011b). Here, certain concepts should be clarified. Sometimes, it may not be easy for teachers to differentiate a learning intention and an activity. A learning intention is the final point a teacher expects

students should accomplish for that lesson, and an activity is a way to get them in the lesson. It is also crucial for students to recognize the learning intentions underlying these activities (Wiliam, 2018).

Stiggins, Arter, Chappuis, and Chappuis (2004) advise that the teacher should explain learning aims to students before starting a lesson, a task, or a performance. Students should comprehend the learning objectives and the teacher should control this. For this purpose, the teacher is offered to ask questions such as "why are we doing this activity?" and "what are we learning?" (Stiggins et al., 2004, p.42).

There is a clear discrepancy between the strategy of clarifying, sharing, and understanding learning intentions and success criteria and 'wallpaper objectives' referring to the teacher explaining the learning aim by writing it on the board, students make a note of it, but then they do nothing about it. It is important that improvement of intention should be done with students. In this way, we can have a class in which students have a voice in talking about and deciding learning intentions and success criteria. It is considered that they will probably practise these intentions and criteria as carrying out their works (Wiliam, 2011b). Popham (2011) expresses that it is important to use a student friendly language in explaining these intentions and that classroom discussions and posing questions can be used to help students understand the meaning and reasons of the learning aims.

White and Frederiksen (1998) report that criteria that are explained by teachers at the beginning may not give the same message to the students, and they are able to understand the criteria when they are given the opportunity to experience these criteria for their own tasks. Wiliam (2007) has some suggestions for better comprehension of the success criteria, and the first one is to provide chance and time for students to consider it, talk with a peer and share their ideas with each other. The second offer of Wiliam is to share sample works with groups and get them to examine them and conclude about the quality of these works in these groups.

It is advised to benefit from both good and poor examples of students' assignments and other real-life materials. The teacher can evaluate these examples with the students together, and they can easily understand the strong and weak sides of assignments in this way. Moreover, it is also suggested to show how to produce a work or to carry out performance. To illustrate this, the teacher can demonstrate how to start a task, how to find solutions to various problems during the process, and how to manage the work

(Stiggins et al., 2004). At the beginning of this implementation, it is advised to benefit from the samples which are either very good or bad, and the quality of works can be diversified in time as students are informed about the works (Popham, 2011).

Here, another crucial point is varying what learning intentions are and how they differentiate from the context of learning. For teachers, the essential issue is whether students can use new knowledge in a distinct work. For instance, in a language class, the expectation of the teacher with a correction done in a student's writing relating to punctuation is to see that the student is able to use this correctly in another student's work. Moreover, this differentiation also enables students to focus on and study for the identical learning intention (Wiliam, 2011b).

The other essential term related to this strategy is success criteria identified as being "…linked to learning intentions. They are developed by the teacher and/or the student and describe what success *looks like.* They help the teacher and student to make judgements about the quality of student learning" (Professional Development Service for Teachers, 2016, p.34). As connected with the learning intentions, a good example of success criteria is given in Wiliam's book (2018). Hendry, Bromberger, and Armstrong (2011) concluded that examining sample works was the effective way in finalising students' works.

A recommendation is to learn their ideas about the features of a good quality product or performance. Following this, the teacher should be able to demonstrate the similarities between their ideas and the teacher's scoring rubric. It is also suggested for the teacher to share an example of a scoring guide with students and even to prepare some assessing criteria with students (Stiggins et al., 2004).

2.3.2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding

The next step is to determine the place that they are in learning. Teachers prepare a variety of classroom activities; however, it is not frequent for them to arrange in depth how to bring out their ultimate attainment in learning (Wiliam, 2011b). It is the teachers' responsibility to determine where to make a repetition of the same topic or continuing to teach the next one. The crucial point is to be able to uncover the problematic issue for the students if there is any during the course. It is essential to pose these questions for

developing the quality of learning. As a suggestion for teachers, they can create such types of questions with their colleagues together (Wiliam, 2011b).

Wiliam (2005) depicts the assessment as making a connection between learning and teaching. As for this explanation, it is not always the case that what teachers would like to teach equals what students really learn. At this point, it is of importance for teachers to find out what students consider on that issue. Thus, questions are thought to be a good vehicle for this aim that is called "window into thinking" (Wiliam, 2005, p. 22). However, it is demanding to create these questions that provide understanding about their learning, and they generally seem different from test questions (Wiliam, 2011b). Questioning is a useful way of implementing *Assessment for Learning* (Assessment Reform Group, 1999).

'Good question' can be identified as having teachers both inform the things that students are able to do and show the ways that teachers should go with the aim of enhancing their comprehension (Wiliam, 2005). According to Wiliam (2018), the properties of forming high-quality questions are identified as: (a) in the group of students, only some of them have correct ideas, and they should meet with various responses through high quality questions, and (b) there is a need that responses be interpretable, and it is possible in this way that may help for deciding upon instructions. At the same time, Wiliam (2011b) puts an emphasis on the critical issue that question has the function to make students remember the answers, but this can only work on the condition that students have the knowledge.

One crucial issue that teachers should be careful about questioning is wait time in *Assessment for Learning* implementation. Generally, teachers would like to receive an immediate response for their questions from the students in their classes. The idea behind this implementation is to support teachers to pose well-prepared questions and give students enough chance and time to make their answers ready. For this approach, teachers give them an opportunity to talk about the response with a pair in short and share it to the rest of the class. Through this way, teachers can expect to achieve a successful interaction in their classes (Stobart & Gipps, 2010).

It is important to allow students to think and generate opinions for the sake of their improvement (Marshall & Wiliam, 2006). Classroom talk can be defined as the steps giving a chance for students to find out their current understanding as compared with the others, and in this way, they can comprehend the issue more effectively. Moreover,

classroom talk can help teachers in arranging the following stages of the learning (Harrison, 2010).

According to Marshall and Wiliam (2006), an effective classroom talk can be performed through well-prepared activities that involve scaffolding in a suitable way; thus, students are provided true instances for further thinking in these activities. Therefore, the task and teacher intervention are of vital importance in guaranteeing the development of students. Another important point is the 'refining process', and teachers can help students to use the critical vocabulary appropriately, and classroom talk is essential. For doing this, teachers can collect and combine what students have already produced then make the required changes in vocabulary, namely refining the opinions of students (Marshall & Wiliam, 2006).

2.3.3. Providing feedback that moves learners forward

Feedback can be described as the information offered to students about their accomplishments up to that moment (Wiliam, 2011b). Shute (2008) provides the definition of formative feedback as "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning" (p.153). Hattie and Timperley (2007) explain feedback that has a strong impact on learning and these researchers suggest a model. In this model, there are three main questions: "Where am I going?", "How am I going?", and "Where to next?". Accordingly, they propose that educational activities aim to foster the differences of the question "How am I going?" in comparison with the one "Where am I going?" and to offer improvements such as "Where to next?" (Hattie & Timperley, 2007, p. 102)

Tests, especially at the beginning, should be helpful and mistakes are beneficial to demonstrate the points to be repaired. The duty of teachers is to assess students' works or performances in order to provide descriptive feedback for both their strengths and weaknesses. Teachers should make a choice in ways that would be the most suitable one to give the feedback depending on their beliefs (Popham, 2011).

As the crucial characteristics, interventions can show a great range of change, they are spontaneous, and they are closely related to learners' thinking and created according to their remarks. There can be some suggestions considering the examples of these and the teacher's interventions. Teachers should focus on what learners need to utter instead of just saying what they should think. Also, the aim should be to help students think

further and develop their tasks. Furthermore, teachers should be careful to evaluate their work and not to criticise students as individuals (Marshall & Wiliam, 2006).

It is possible to develop learners' achievement through two items: 'increase aspiration' and 'increase effort' (Wiliam, 2011b). In a similar vein, Wiliam (2018) has mentioned a critical issue on how learners react to the feedback. In this book, three ways are offered as a suggestion for finding a way out of the complexities of feedback:

1. Teachers should articulate feedback in such a way that will support them to strive for developing their intelligence or developing what is called a "growth mindset".

2. Teachers should provide praise that is not very often but is convincing and specified.

3. Teachers should use cases of scaffolding instead of indicating only solutions. As a good example for English language teachers, they may give a grade for students' works including some mistakes and expect them to identify and correct these mistakes individually or as pair or group works.

The essential point in maintaining effective feedback is that a teacher should be aware of what his/her students are interested in and what may be problematic for them (Marshall & Wiliam, 2006).

Quality is thought to be a more complex point to be dealt with. The first reason for this is to a large extent, and the second one is that defining this property is not so easy. Quality has two parts connected: 'content' is related to things attempted to utter, and 'style' in the way of uttering. It is considered that as being concrete, providing feedback related to content seems more straightforward as compared to style. Again, the excellent feedback on content is identified as the ones that support students to think further (Marshall & Wiliam, 2006). In this respect, Sadler (1989) puts an emphasis on the quality of feedback and underlined the crucial points of improving intelligibility and providing confidence and hope. For improving the feedback quality, three principles are proposed as: "(i) feedback should be more work for the recipient than the donor, (ii) feedback should be focused, and (iii) feedback should relate to shared learning goals" (Wiliam, 2018, p.66).

It is important to maintain comments for students' written tasks for the reason that they can see the ways for developing their tasks. However, providing written feedback is

not the same as giving a numerical mark because giving marks is a way of comparing them with each other (Black, Harrison, Lee, Marshall & Wiliam, 2003).

When students concentrate on their needs as a consequence of the provided feedback, they can be motivated to make their written assignments better. It is possible to mention a culture of success on the condition that each student can take a step further in his/her works. The ways to improve this culture of success are to tell students what their strong and weak sides are in their written assignments and to explain what they need to do in the following steps (Black et al., 2003).

It is also essential to detect and find out the parts requiring development because some works may not necessitate rewriting or long comments. Teachers should arrange the course schedule by allowing students to redraft (Marshall & Wiliam, 2006).

These works carried out in the class are considered as informative and practical steps to make learners ready for the redrafting process. All the complementary practices are the crucial indicators showing to what degree students' work on the task and whether additional aid is necessary for the students (Marshall & Wiliam, 2006).

Marshall and Wiliam (2006) suggest that students should be trained in such a way that when they carry out a written assignment, they should also assume themselves as the readers of this text. They put forward a comment list for both content and style including "I need you tell me more about what he looked like", "How did this make her feel?", "I am not clear what you are trying to say here", "How else might you put that?", "Yes, I see what you mean", and "You've put that really well" (p. 15).

It is possible to enhance learning through self-assessment and peer assessment. A work carried out in a class or homework can be used for self-assessment or peer assessment (Black et al., 2003). Self-assessment is defined as a way of formative assessment in which students think about the value of their assignment/performance, evaluate to what extent it meets the learning criteria, and make some changes in this direction (Andrade, 2010).

2.3.4. Activating students as owners of their own learning

Students need to know what the goals are in order to accomplish the learning objectives, and they should also figure out the requirements for achieving the target. Thus, one of the most important elements for learning is self-assessment (Black et al., 2003). It is students who can bring about learning but not teachers (Wiliam, 2011b).

There are two elements required for students' self-regulation and these are 'metacognition' and 'motivation'. Metacognition can be seen as a whole consisting of individual's awareness about their own knowledge, ability, and cognitive skills. An important matter at this point is that although it may not be possible to teach metacognition, teachers can support students to reinforce their metacognitive skills. At this point, the second element, motivation is necessary (Wiliam, 2018).

According to Black et al. (2003), at the first step, self-assessment is evaluated as mostly difficult, especially in making students judge their tasks/performances with reference to the learning objectives. Students can improve their understanding about their work to the extent that they practise it. Popham (2011) explains the ways to make self-assessment easier for students. One of these suggestions is "teaching metacognition" (p. 73), so students and teachers can talk about what 'understanding' refers to and how they recognize that they have learned something new. Moreover, it is also offered to reveal how students assess their own comprehension individually (Popham, 2011).

According to Stiggins et al. (2004), in self-assessment, students are expected to:

- recognize the strong and weak sides of their works/performances,
- identify the main concepts at the end of the lesson and also note the unclear issues for themselves,
- choose a group of works from the assignments/tasks they have prepared and then revised in order to demonstrate their success levels in their portfolios,
- provide descriptive feedback for their peers and groups,
- understand what they should do and plan the following stages for their development depending on self-assessment, peer assessment, and teacher's feedback.

Self-assessment and self-regulation are the integrative processes for achieving a significant impact in learning, and they have a large number of properties in common (Andrade, 2010). In order to explain self-regulated learning, the first step is to examine what students need to carry out as requirements of a task. Following this, they focus on choosing, changing, or creating some techniques in order to accomplish the goals of a task. The next one is to observe the results they have gained as a consequence of that technique. Successful students can evaluate their own performance, control whether there is any difference between their performance and learning goals, and make some changes

for attaining these goals. Here, feedback is also important for the students in forming an opinion about their performance (Butler, 2002).

Self-regulated students can administer their own learning. They benefit from a range of strategies in order to improve their learning. In this sense, self-regulated learning aims to achieve the learning targets in the ways of observing, revising, and developing their practices, ideas, feelings and even context to a certain extent (Andrade, 2010).

Laveault and Allal (2016) benefit from the term "regulation of learning" (p. 5) for explaining the ways of managing assessment data to reinforce learning. As for Allal (2010), there are four stages of regulation (p. 349):

- goal setting
- monitoring progress toward the goal
- interpretation of feedback derived from monitoring
- adjustment of goal-directed actions and/or of the definition of the goal itself

According to Laveault and Allal (2016), *Assessment for Learning* necessitates these regulation stages, and the level of the teacher's and students' engagement can change depending on the case. It is of vital importance to integrate and organise these stages carefully to promote learning efficiently (Laveault & Allal, 2016). In relation to that, Tillema (2014) expresses that students' participation in the assessment process is crucial, especially these three steps are underlined. For the first step 'setting criteria', teachers may need an obvious and coherent idea to teach students how to assess their pairs properly. The second step is 'scoring'. For students, objective scoring is important. Teachers are advised to be aware of students' ideas on scoring and to plan assessment accordingly. As of the third step, 'guidance and feedback', it is pointed out that students may have different attitudes on feedback (Tillema, 2014).

Wiliam (2011b) proposes a list of suggestions for teachers to have better self-assessment practices (p. 152):

1. Share learning goals with students so that they are able to monitor their own progress toward them.
2. Promote the belief that ability is incremental rather than fixed; when students think they can't get smarter, they are likely to devote their energy to avoiding failure.
3. Make it more difficult for students to compare themselves with others in terms of achievement.
4. Provide feedback that contains a recipe for future action rather than a review of past failures.

5. Use every opportunity to transfer executive control of the learning from the teacher to the students to support their development as autonomous learners.

2.3.5. Activating students as learning resources for one another

The objective of peer assessment is to enable students to develop their works as the result of assessing them (Wiliam, 2018). Generally presented with self-assessment (Harrison, 2010), peer assessment is performed by the students in the same learning environment for others' works in a qualitative or formative way (Topping & Ehly, 1998). In this sense, students are expected to evaluate the quality of their peers' works with the help of feedback or a two-sided way of assessment generally (Topping, 2009). Peer assessment can be beneficial for the development of students in such a way that they have the chance to re-examine and re-arrange their works as a result of scaffolding provided. In a group interaction, students not only listen to the other members, but also they control their understanding on the issue for this reason self-assessment is important at this point (Harrison, 2010).

The teacher is offered to decide all the items of a qualified work and then to teach one of these items at a time. At the end, the teacher should be certain that students have comprehended these items. The teacher also needs to teach students how to revise a work or performance. For this purpose, teachers can demonstrate an example of revision, then they can try to do another example. As the first step, again, it is advised to focus on only one feature of quality. Different ways can be used to develop students' ability to revise their assignments or performances. Peer and group discussion techniques can be utilised to produce better work. In another exercise, students can revise their own assignments or performance (Stiggins et al., 2004).

According to Black et al. (2003), peer assessment integrates self-assessment in practice; actually, it can be seen as a necessary item for self-assessment. Peer assessment is important for the bases of increasing students' motivation, having the chance of practising language in a natural way during the pair/group talks, and having better communication skills with the help of feedback provided by their friends (Black et al., 2003).

Marshall and Wiliam (2006) suggest a collaborative model, and according to this model, teamwork is carried out among partners, and they study each other's writing tasks by focusing on text and opinions. This process is thought to be crucial for the

improvement of students. In assessing peers' works, they have the chance to exercise with a work at a certain level, deal with this work, and figure out its quality. Thus, self-assessment can be developed chiefly through peer assessment. It is useful to examine a friend's way to cope with a task that they have also put effort toward the same task (Marshall & Wiliam, 2006). Black et al. (2003) also summarise the important points of peer assessment conducted in the classroom as follows: (1) it can increase students' motivation and they study in a more attentive way, (2) students can have chances to speak English in a natural environment, and (3) it can develop the communication among teacher and students.

For reaching success in peer assessment, Marshall and Wiliam (2006) suggest some important issues by illustrating the same example. Accordingly, students should not be anxious or stressed for the reason that their pair will see and assess their assignments. Some standards should also be accepted for providing cooperation among students. For this aim, the teacher, for instance, can demonstrate a model as seen in poetry courses. It is necessary that students should observe patterns of successful performances to provide effective feedback. As a result, it can be concluded to what extent a student has formed a meaningful link with work in terms of its complexity and criteria. For instance, some items from the example as follows: "quotation", "description", "vocabulary", "clarity", "repetition", "empathy", "explanation", "imaginative engagement", and "coherent structure" (p. 20).

According to Wiliam (2018), cooperative learning that is planned and carried out properly leads students to take responsibility for their learning and to have the motivation for reaching their aims. Wiliam (2011b) states that four elements affect cooperative learning:

1. *Motivation:* In a carefully designed cooperative learning case, students would like to assist their peers due to their own concern about it.

2. *Social Cohesion:* Students want to help each other for the sake of group work.

3. *Personalization:* It is possible that students may increase their understanding more since the more competent peer is able to deal with the problem of the peer.

4. *Cognitive Elaboration:* Peers assisting in the group work are made to consider opinions in an understandable way.

Peer improvement of homework is a technique explained by Wiliam (2018). Peer assessment can be performed in a variety of forms with this purpose. Students may check their homework using a rubric provided by the teacher. In another implementation, teachers may want pairs to exchange their homework and assess their peers' or from a group to control others' works. Thus, different techniques can be utilised for assessing their homework with the help of peers. In conducting these techniques, it is advised for teachers to control peers' check for making certain the appropriateness of the peer feedback (Wiliam, 2018).

There is a need for time and practice for the improvement of adequate abilities for assessment implementations, and the use of anonymous works is suggested for developing their assessment abilities. It is possible to gain time through peer assessment because teachers do not need to give grades for all the works of students (Harrison, 2010).

To sum up, grounded on both theoretical and practical investigation, James (2007) suggests critical points as follows (pp. 214-217):

1. "Autonomous learning" is assumed as the final point of learning how to learn to be reached, and it can be implemented with students singly or in group. It is crucial for students to accept their duties in learning and to prepare plans for achieving learning.

2. Learning how to learn is about enhancing learning and students need to think carefully about their learning processes, and they should control these processes for working correctly.

3. *Assessment for Learning* implementations offer significant methods for learning how to learn, and it is important that these implementations fulfil the key requirements, for instance autonomous learning.

4. Teachers should be encouraged to focus on learning principles that support the classroom practices for preventing them from being mechanical. It is suggested that implementations should be improved in combination with beliefs.

5. Referring to the results of the research, the teachers attaining success in *Assessment for Learning* and learning how to learn are identified as the individuals focusing on the techniques that boost learning experiences rather than criticising students' characteristics or external factors. It is also emphasised as the most significant point to use the learning principles

aiming to control the students' learning processes in every part of the lesson instead of introducing *Assessment for Learning* techniques in only some part of it.

6. In the research, a difference is seen between teachers' values and classroom implementations. According to these teachers, policy context is a restricting factor.

7. In order to develop learning autonomy, collaboration with students is suggested for teachers depending on the classroom-based explorations which can be learned from the research or testing new ideas.

In the following section, the focus was on the key concept of the current study, which is *Assessment for Learning*, first from the studies around the world and then specifically on the context of this study.

2.4. 'Assessment for Learning' Studies on Divergent Educational Settings around the World

There have been numerous research studies on how to implement *Assessment for Learning* in various educational settings. A Special Issue titled 'Assessment for Learning: Lessons Learned from Large-Scale Evaluations of Implementations' has been published in the journal of 'Assessment in Education: Principles, Policies & Practices'; and in this issue, *Assessment for Learning* practices have been discussed on different examples from a variety of contexts around the world.

As the first example, in the Chilean educational environment, Flórez Petour (2015) conducted research with the purpose of explaining the influence of intricate interplay among historical, ideological, and systemic conditions on the *Assessment for Learning* exercises. Polysystem theory was preferred to interpret the implementation of *Assessment for Learning* in China from a wider and integrated understanding. The documents selected from a range of dates were analysed and interviews were conducted with policy authorities and teachers. As a result of the study, it was concluded that *Assessment for Learning* should be evaluated in such a system involving many stakeholders such as the media, economic sector, and so on.

In the context of Sweden, Jonsson, Lundahl, and Holmgren (2015) enquired into a large-scale *Assessment for Learning* practice. The study investigated the effect of a project on *Assessment for Learning* implementations of upper secondary school teachers.

In this project, teacher-learning communities were formed, and there were 8-12 teachers from the same field. These groups had meetings nearly once a month. Each group had a chair who was trained on the target issue and arranged the discussion in these sessions. This project was based on a system in which teacher-learning communities were assumed as tools for the purpose of performing *Assessment for Learning*, and thus it was expected that it would increase the learning of students. In the scope of professional development, teacher learning communities were formed, and it was examined how teachers' assessment implementations were influenced by the community practices. Teachers' writings of evaluation and questionnaires were the data collection tools of the study. The result of the study pointed out that this project influenced the teachers' conversation on assessment and their implementations of assessment in the direction of executing *Assessment for Learning*.

In Canada, DeLuca et al. (2015) scrutinised a professional learning project whose purpose was to establish knowledge and skills of both principals and teachers. A professional learning model, IR, was at the centre of this study. IR was explained as a technique to broaden teachers' learning and practice of *Assessment for Learning*. A total of 60 participants consisting of 48 teachers and 12 principals took part in the study. As data collection tools, observations, interviews, reflections, and surveys were used in the study. The outcomes of the study revealed a positive differentiation in the participants' *Assessment for Learning* conception and practices.

Wylie and Lyon (2015) inspected formative assessment of 200 high school teachers in the USA focusing on the properties of breath and quality. The teachers participated in a professional development program for two years. In the scope of the program, there was a workshop session at the beginning and a teacher-learning community meeting held once a month. They had the chance to discuss their assessment implementations during these meetings and to gain further information about the issues. Assessment practice survey, log of daily formative assessment practice, and reflection on implementation were used to collect data. The results indicated that 'Engineering Effective Classroom Discussions, Questions, and Learning Tasks' and 'Activating Students' as Resources for Each Other' were the two most often practised areas while 'Formative Feedback' was deficient in practice.

Hayward (2015) conducted a study in Scotland that was among the countries introducing an assessment program in the very early period following the review of Black

and Wiliam. In this study, it was aimed to understand the effects of a program Assessment was for Learning on the assessment knowledge in this country. The study also investigated the problems faced as the result of the national program combining assessment, curriculum, and pedagogy. A positive progression in assessment was detected in Scotland in terms of formative objectives. Although policymakers and practitioners had positive intentions, it was stated to be demanding to deal with curriculum along with assessment. Among the results of the study with relation to the impression about the innovation, it was underlined that differences were identified between what they hoped for a point and what they really performed in their classes.

In the Norwegian educational setting, Hopfenbeck, Flórez Petour, and Tolo (2015) examined a large-scale *Assessment for Learning* practice in terms of perspectives of various stakeholders. The study aimed to reveal how various sides practised *Assessment for Learning*, what their problems were, and what factors improved the process. For achieving these purposes, the data were collected through semi-structured interviews performed with a group of participants including students, teachers, parents, school leaders, municipality leaders, researchers, and academicians. The outcomes of this study demonstrated both successful and unsuccessful practices of *Assessment for Learning*. In successful examples, it was achieved to have dialogue and trust between the stakeholders and the local context was considered as making some changes in the program. However, it was evaluated as unsuccessful ones in which the policy was seen as a controlling tool.

In the Singaporean educational setting, Ratnam-Lim and Tan (2015) carried out research related to 'Holistic Assessment', which was defined in this study as a school-based assessment system in maintaining effective feedback. One of the purposes of the research was to examine the parents' and teachers' experiences and perceptions about 'Holistic Assessment'. The other aim was to display difficulties occurring during the execution of this assessment system. The participants of the study were parents and teachers replying to the open-ended questionnaire. The findings of the study yielded that high-stake exams had a strong backwash impact on the participants' evaluation on the execution of 'Holistic Assessment'. As the main challenge reported by a great number in this group was that the feedback should be intelligible for the students, and it is needed for students to figure out how to enhance their work.

De Lisle (2015) analysed a system called 'Continuous Assessment' performed in Trinidad and Tobago. It was aimed to disclose ideas and implementations of stakeholders

related to formative assessment. The results indicated that formative targets of the program planners were not achieved in many cases, and it was concluded that teachers regularly documented assessment marks. A discrepancy was also detected between teachers' pedagogical beliefs and their implementations.

In more recent research, Deneen et al. (2019) carried out a study with the purpose of revealing the relations among teachers' values, practices, and proficiencies. This study was about teachers' classroom assessment values and practices in the context of Singapore. In this country, large-scale testing was at the centre of the educational system. At the same time, Singapore also tried to find solutions for the negative results of these tests and to establish a balance between summative and formative assessment. However, it was expressed that it was not an easy job to propose *Assessment for Learning* in such an exam-dominated system. The results of this study demonstrated that although the teachers considered *Assessment for Learning* to be crucial, they reported not having enough preparation and chance to execute it. It was also concluded in the same study that they disclosed to have proficiency and practice SA regularly; however, at the same time, they noted a lower level of value for the SA. As the outcome of this study, teachers admitted the value of formative assessment, however, they reported not to having sufficient competency and chance for using formative assessment in their classes. The researchers offered in-service support as a formula in this issue.

Among these developments, there have been some other studies focusing on the factors affecting *Assessment for Learning* implementations (Fulmer, Lee & Tan, 2015; Heitink et al., 2016; Yan et al., 2021). Fulmer et al. (2015) investigated the contextual elements with respect to a model including three levels: micro-referring classroom, meso-out of classroom, and macro-distal ones. The research concluded that several studies were identified at micro level pointing to teachers, and there were also ample studies at macro level such as national policies and cultural values related to assessment. However, a smaller amount was related to meso levels referring to schools.

A year after this study, another group of researchers, Heitink et al. (2016) strived to explore the elements making the conditions easier or more challenging for implementations of *Assessment for Learning*, which has been accepted to influence students learning significantly in several studies. As the result of a systematic review of literature, four categories were determined as the necessary conditions for executing *Assessment for Learning* in classes, and these prerequisites were teacher, students,

context, and assessment. All in all, it highlighted the importance of evaluating *Assessment for Learning* having different aspects that should be taken into consideration in practising *Assessment for Learning*.

In addition to the findings of these three important studies, a recent study of Yan et al. (2021) has revealed the need for examining the teachers' intention for putting *Assessment for Learning* into practice. The purpose of the study was to indicate the elements determining teachers FA practices and their intentions to execute these practices. It was a systematic review study, and the elements were examined in two categories which were 'personal' or 'contextual' for looking into both their intention for practicing FA and their FA practices. The findings indicated the most repeated elements, as 'instrumental attitude, self-efficacy, and education and training' were the personal ones while 'internal school support, external policy, cultural norm, and school environment' were the contextual ones. As for the elements having an impact on their performance of FA expressed most, 'education and training, instrumental attitude, belief of teaching, and skill and ability' were the personal elements while 'school environment, internal school support, working conditions, and student characteristics' were the contextual ones. As the implication of this review, 'education and training' was considered as the central issue in order to enhance teachers' FA, thus it was suggested that FA be combined with both pre-service curriculum and in-service training program.

Assessment for Learning has also received considerable scholarly attention in the studies including English language teachers in addition to teachers from other fields. The next section elaborates on the studies that only focused on English language teachers that is also the focus of the present study.

2.5. 'Assessment for Learning' Studies specific to English Language Teachers around the World

The issue of *Assessment for Learning* has received considerable attention around the world. In recent years, researchers have shown an increased interest in this issue in English language teaching contexts. The aim of this section is to examine the studies conducted related to English language teachers up to now.

In these studies, researchers put emphasis on various points of *Assessment for Learning* in explaining this concept. Huang (2015) defined *Assessment for Learning* as a more accurate way of explaining FA. Nasr et al. (2018) identified it as a clarified and

learner-directed term, and in the same way, Xu and Harfitt (2019) explained it as an approach that designated assessment as seeing student learning as the most important element for the planning and implementation. Lu and Mustapha (2020) expressed that *Assessment for Learning* involved a greater number of assessments as compared to FA. Nasr et al. (2020) stressed the definition of Assessment Reform Group (2002). Another researcher, Retnaningsih (2013) rested on the explanation depending on a study published in a different year by Assessment Reform Group (1999), and this explanation involved participation of students in learning. Lee (2011) and Lee and Coniam (2013) explained *Assessment for Learning* as the way of benefitting from assessment in order to develop teaching and learning. Nasr et al. (2019) highlighted the point of combining instruction and assessment. According to Umar (2018), objective of *Assessment for Learning* was to enhance teaching quality and utilise outcomes of assessment with the purpose of improving students' learning.

As the the educational setting where these studies were performed is taken into consideration, in terms of countries investigated in this group, Hong Kong had the highest number of studies (N=4), then Iran (N=3), China and Malaysia (N=2), and Indonesia, Taiwan, Croatia, Sudan, Norway, and Lebanon (N=1). Of these studies, most of them were conducted in universities (N=5), following this, secondary schools (N=4), primary schools, high schools, and language institutions (N=3), and lastly, elementary and middle schools (N=1). To sum up, it can be concluded that most studies were performed with students of higher level classes.

The results of these studies have been presented with the suggestions towards implementations. In accordance with the most frequently reported one, 'Feedback' has been prominent (Lee, 2007; Cindrić & Pavić, 2017; Umar, 2018; Vattøy, 2020). Lee (2007) probed features of feedback provided by teachers in writing class and the degree to which feedback was utilised with the aims of *Assessment for Learning*. Consequently, it was revealed that teacher's feedback was detected mostly putting summative purposes at the centre in writing assessment instead of *Assessment for Learning*. In the same study, it was also identified that institutional context and values were revealed to affect the feedback of teachers that likely prevented successful implementation of *Assessment for Learning*. As for the advice for implementation, more attention was necessary for *Assessment for Learning* practices in writing courses. In the study that Umar (2018) inspected what impact of *Assessment for Learning* had on language performance of ESP

students and what their perceptions and attitudes were related to *Assessment for Learning*. Umar (2018) put a special emphasis on feedback that was defined as an essential property and crucial factor of *Assessment for Learning* in the study and focused on the effect of timely feedback on students' learning. The result of the study demonstrated that there was a positive effect of *Assessment for Learning* observed on success of students. Students reported to be motivativated for learning through implementation of *Assessment for Learning*. Depending on the positive attitudes of students, the researcher suggested the use of *Assessment for Learning*. Cindrić and Pavić (2017) aimed to have an idea about properties of feedback English language teachers provided in their classes. In this direction, the researchers investigated these teachers' feedback rate of occurrence and feedback levels. According to results obtained from the study, feedback was frequently provided for students, and that was stressed in most cases as immediate. Thus, it was at 'remembering' level. It was also reported that delayed feedback was usually maintained by half of the participants. The study suggested more training for classroom implementation of *Assessment for Learning*. Vattøy (2020) also carried out a study on feedback and this study is looked at in detail with the studies related to teacher perceptions in the following parts.

Another idea often detected in the related literature (Lee, 2007; 2011; Lee & Coniam, 2013; Mak & Lee, 2014) has been 'Writing assessment'. Lee (2007) reported that connection among teaching, learning, and writing assessment appeared to be absent. It was suggested for teachers to review their writing objectives and the ways of teaching it once more and how the objectives needed to be displayed with assessment and classroom activities should be associated with assessment. As the implication of the study, it was expressed to be careful with instructional strategies and exercises such as self-assessment and peer assessment in addition to written feedback of teachers. In another study, Lee (2011) inspected how teachers strived to execute *Assessment for Learning* and how these attempts affected students' views and attitudes. The outcomes of this study revealed that advantages of *Assessment for Learning* were detected in EFL writing class with respect to teaching and students. An increase was identified in students' motivation in writing. It was concluded that executing *Assessment for Learning* necessitated a remarkable change in teaching approaches, assessment techniques, and responsibilities of students and teachers. Significant differences were also detected in teachers' assessment implementations in the study of Lee (2011). The outcomes of the

study revealed that for the reason that teachers preferred focused feedback and sharing responsibility with students using self and peer evaluation, they could have time for other duties. Lee and Coniam (2013) examined *Assessment for Learning* practices in writing class, its effect on motivation and writing achievement of students, and elements making this practice easier or preventing it. The outcomes of the study yielded that teachers were successful in clarifying learning goals with clear instructions of task requirements. It was also detected that teachers could not involve students in peer assessment and self-assessment constantly. As for suggestion, this study underlined the requirement of teacher education for developing their assessment literacy for *Assessment for Learning*. Mak and Lee (2014), in another study, examined how teachers strived to promote change in L2 writing through *Assessment for Learning* practice. The consequences of this study pointed out the steps followed: (1) instructional scaffolding on writing assessments was offered for students, (2) special attention was paid on assessment criteria with a form, (3) after being informed how to assess peers' work, students completed the peer assessment form for the first draft, and also, the teacher completed the form, (4) when finishing their writing, students completed an error log and wrote a reflection for their work. As a result of this study, tensions were detected as a consequence of *Assessment for Learning* trials in L2 writing. These tensions were 'instrument-related', 'object-related', and 'rule- and division of labor-related'. As for the implications for these tensions, it was recommended to reach an agreement among the responsible individuals of the institution with the purpose of developing a vision shared by all these people and objectives of writing assessment. It was also suggested that effective *Assessment for Learning* implementations depended on a trained teacher team; so, it was stated that university and school cooperation could provide assistance for teachers' development.

'Monitoring' and 'Scaffolding' have also been referred in some of the studies (Nasr et al., 2018; Nasr et al., 2019; Nasr et al., 2020). Nasr et al. (2018) examined what teachers' perceptions were related to two factors of *Assessment for Learning:* monitoring and scaffolding. The results yielded that most of the teachers considered *Assessment for Learning* advantageous. It was also concluded that teachers were less supportive for monitoring including establishing learning goals, developing self- monitoring, and self-reflection. This study put forward suggestions for EFL teachers that they keep a more appropriate balance between two components of *Assessment for Learning* scaffolding and monitoring and combine them without problems in their teaching contexts. Nasr et al.

(2019) inspected to what degree teachers were aware of and executed monitoring and scaffolding in the scope of *Assessment for Learning* and what obstacles preventing *Assessment for Learning* practices were. The outcomes demonstrated that all participants had high opinions related to the importance of *Assessment for Learning*. It was revealed that teachers benefitted from scaffolding, namely, questioning and giving chances for students' participation. Related to obstacles, the following points were detected as incorrect preparation, time limitations, size of class, and insufficient awareness. It was advised for educational policymakers to take steps for developing *Assessment for Learning* implementations in these classes. Nasr et al. (2020) studied teachers' monitoring and scaffolding implementations in terms of gender and class size. The findings indicated that females reported to have significantly higher levels of scaffolding as compared to the males. As implications, the study pointed to possible variations in teaching methodology and syllabus development enabling teachers to coordinate their instruction in accordance with *Assessment for Learning*.

Questioning is another issue identified in the literature review. 'Classroom questioning' was inspected by Sardareh and Saad (2013), namely, the aim was to examine teachers' classroom questioning in the scope of *Assessment for Learning*. The research shed light on awareness of teachers on the value of classroom questioning in the scope of *Assessment for Learning*, but it was also seen that they utilised lower cognitive questions. Although questions of teachers appeared to be open structured, they looked for a particular response. The researchers suggested teachers to ask more open structured questions, give assistance to students in order to form their own answers, and prepare a series of questions before the lesson. Another related issue with this was 'Questioning technique' studies by Sardareh et al. (2014) who investigated questioning techniques in an ESL setting. The findings of this study yielded that lower cognitive questioning. The study also concluded that teacher-centred implementations and traditional techniques in classroom questioning were available in the classes and students were not given support to pose questions or become involved in self-reflection. The researchers advised teachers to form questions before the lesson started, to choose a student for each question carefully, to give students sufficient time to think for the questions, to provide hints and prompts, and to to think over their questioning carefully and make the required changes for making their questioning more effective.

The issue of class size has also been found in the related articles. Xu and Harfitt

(2019) studied difficulties teachers encountered in crowded classes in implementing *Assessment for Learning* and their coping strategies with them. It was concluded that *Assessment for Learning* was practicable in crowded classes according to the balance that teacher kept between teacher agency and contextual and temporal circumstances. As for the implications, the study underlined the importance of assessment literacy of teachers, their positive characteristics including commitment and flexibility. In like manner, Nasr et al. (2020) conducted a study in relation to 'class-size' and the result demonstrated that there was no meaningful variation in monitoring and scaffolding regarding class size with only some marginal examples that were not significant. Depending on this result, these researchers advised to put some restrictions on the class size.

In the related literature, teacher perception has been an important matter, as well. Vattøy (2020) investigated teachers' beliefs on feedback implementations in terms of language skills, self-efficacy, and self-regulation. According to the results of this study, 50% of teachers found *Assessment for Learning* implementations difficult due to the pressure of the exams and grading. It was also revealed that teachers expressed opinions on marks and unrealistic expectations as constituting a handicap for learning. The researcher also concluded that the majority of participants thought feedback as crucial for students' self-efficacy and they had opinions related to feedback implementations concerning *Assessment for Learning* principles or experiences. The suggestion for implementation of *Assessment for Learning*, time was necessary for the improvement of practice, and it was also recommended to have confidence in teachers' professionalism. Lu and Mustapha (2020) examined the relationship of *Assessment for Learning* with motivation for learning English. In that study, it was found out that students whose language proficiency levels were high were more enthusiastic about adopting *Assessment for Learning*. It was recommended, at the end of this study, to support and implement *Assessment for Learning* in language classes of their educational context. Ghaffar et al. (2020) also investigated perceptions of teachers utilising co-constructed rubrics in writing courses. The teacher in the study reported the differentiation in her perception on assessment upon implementing co-constructed rubric in a positive way. The teacher also stated that her students discerned the steps of the writing process through the implementation of co-constructed rubric, and they were able to detect their strengths and weaknesses more easily in this way. It was suggested to experience co-constructed rubric implementations in different contexts.

The next part presents the studies conducted with English language teachers in Turkey, which is also the context of the present study.

2.6. 'Assessment for Learning' Studies specific to English Language Teachers in Turkey

As the researchers around the world have conducted these studies, the studies carried out in Turkey have been the focus in this part. Studies have been investigated in two groups. The first group focuses only on *Assessment for Learning* while the second group includes studies related to Formative Assessment.

The only study that specifically investigated *Assessment for Learning* belonging to Öz (2014) who conducted the study to examine Turkish EFL teachers' assessment methods, *Assessment for Learning* implementations, and factors influencing their *Assessment for Learning* implementations. The reasons that the researcher conducted this study were the change identified in the conceptual structure of EFL curriculum highlighting formative assessment more in Turkey; however, until that time, the researcher detected a lack of studies examining these teachers' *Assessment for Learning* implementations and their *Assessment for Learning* perceptions. In explaining the term, Öz (2014) used the definitions of Assessment Reform Group (2002, p.2) as follows: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there". Öz (2014) also underlined the point "no widely accepted definition of this assessment approach" in the field of English language teaching (p. 776). The researcher explained that FA and *Assessment for Learning* were based on the same principles but gave a special importance to point that *Assessment for Learning* brought everyday progress out. Monitoring and scaffolding were especially investigated as two critical *Assessment for Learning* subjects in the scope of this study. As part of the study group, a total of 120 EFL teachers from a variety of institutions including primary school, middle school, high school, and university participated in this study. The results of this study revealed that the majority of these teachers preferred traditional assessment methods instead of FA methods including self-assessment and peer assessment. Another interesting outcome of the study was that a difference was detected between Turkish EFL teachers' implementations and perceptions, to a large extent on the monitoring subject of *Assessment for Learning*. As the suggestions, teachers were advised to assess their

implementations of assessment and also improve *Assessment for Learning* strategies. It was noted that it might not be possible to alter teachers' *Assessment for Learning* perceptions quickly or to accomplish this on their own; thus, support should be offered for EFL teachers.

The second group comprises the studies focusing on 'Formative Assessment', and the first of these studies belonging to Büyükkarcı (2014) who conducted this study in order to delineate the assessment perceptions of English language teachers working in primary school, and to detect variations between these teachers' ideas and real FA practices. In this study, the researcher first made a distinction between SA and FA. In explaining FA, it was named as 'assessment for learning', 'ongoing assessment', or 'dynamic assessment'. In addition to providing the explanation of Black and Wiliam (1998a) and Cowie and Bell (1999), the researcher also utilised the descriptions of Threlfall (2005) and Shepard (2005). Büyükkarcı (2014) underlined some requirements for teachers on FA implementations that were the decisions on what they experiment with their students and improve in their teaching environments. The researcher cited the 10 principles of Assessment Reform Group, and, depending on these principles, accounted for four main headings related to FA implementations provided by Black and Wiliam (1998b). These headings were 'sharing learning goals, questioning, self/peer assessment, and feedback'. The outcomes yielded that teachers reported to have positive attitudes and beliefs towards FA, they did not practise it in accordance with the national curriculum. However, they mainly preferred assessment in terms of summative purposes showing the reasons of crowded classes, heavy workload, difficulty of executing FA. The recommendation was to pay regard to certain elements affecting teachers' assessment methods.

Özdemir-Yılmazer and Özkan (2017) performed a study to identify English language instructors' classroom assessment implementations in schools of foreign languages at universities. The researchers started the study with an emphasis on raising the power of *Assessment for Learning* in education up to date depending on the appearance of formative classroom assessment techniques. In the literature review part, LOA and *Assessment for Learning* were pointed out as for the different conceptions of FA. Following these terms, CBA and CA were used interchangeably to explain the "teacher individuality" (p.325) as a factor causing difficulties in CBA. The findings of the study demonstrated that there was a resemblance among these instructors in terms of

several dimensions of assessment. However, certain concerns caused doubts about to what degree these instructors' implementations were appropriate to FA. As the implication, it was suggested to integrate practical courses on FA implementations together with theoretical ones in teacher education programs. Moreover, in-service training programs were also advised for enhancing their assessment practices.

Önalan and Karagül (2018) carried out research on beliefs of EFL instructors related to assessment practices from a school of foreign languages. In this study, the researchers focused on purposes of assessment and the triple categorisation of Earl and Katz (2006), which are 'assessment for learning', 'assessment of learning', and 'assessment as learning'. However, they also detected overlapping properties of these categories and they deduced that it was required to study further on these issues. Instead, the researchers benefitted from a function-based categorization including four areas: 'summative assessment, self-assessment of students, assessment to improve teachers' instruction, and formative assessment' referring to "assessment conducted during instruction (in-class) to collect information on students' language performance" (Önalan & Karagül, 2018, pp.191-192). The outcomes of the study shed light on their strong beliefs towards implementing it for formative purposes. Consequently, the researchers criticised EFL instructors' inclination towards process more than product as 'remarkable' in a language teaching setting where the prime concern was summative assessment. They also demonstrated some possible sources of this result, and these may be pedagogical training, other people in their context, and the availability of an assessment department in their institution. It was also noted cautiously that the findings might not be the indicative of their classroom performance for the reason that these were the results reflecting their beliefs.

Can Daşkın and Hatipoğlu (2019) conducted research on informal FA in an EFL language classroom in a school of foreign languages. The researchers also put an emphasis on the different terminologies including *Assessment for Learning* and others mentioned at the beginning of the current study pinpointing both distinctions of addressing various sides of assessment and also the common features mentioned by Davison and Leung (2009). Can Daşkın and Hatipoğlu (2019) preferred the term FA and they defined FA as a type of CBA. These researchers stressed the reconceptualization of Klenowski (2009) focusing on informal side of assessment, and they defined 'informal FA' as "any of those FA practices that are embedded into everyday learning activities and

that emerge in and through classroom interaction contingently, continuously and flexibly" (Can Daşkın & Hatipoğlu, 2019, p. 529). The results of this study indicated that informal assessment could bring about both only an instant case and over the following cases of learning experiences.

Önalan and Gürsoy had two studies published in the same year 2020. In the first study, Önalan and Gürsoy (2020a) carried out a study to examine assessment practices and perceptions of Turkish EFL teachers working in private secondary schools. The researchers made an explanation based on a distinction by Earl (2003) between Assessment of Learning and *Assessment for Learning* referring to the former as summatively and later formatively. At the beginning of the study, the researchers drew attention to numerous conceptions related to assessment and suggested teacher training programs that would guide teachers to exercise assessment techniques efficiently. The findings of the study revealed differences between theory and real implementations and distinction between teachers' perceptions and real assessment knowledge. In the second one, Önalan and Gürsoy (2020b) conducted another study on assessment perceptions of Turkish EFL teachers working in primary and secondary school. The researchers also explained the concepts of *Assessment for Learning*, 'Assessment of Learning', and 'Assessment as Learning' with reference to the studies of Earl (2003) and Earl and Katz (2006). The findings of the study showed mostly positive perceptions of teachers.

2.7. 'Assessment for Learning' and Teachers

The factors that make *Assessment for Learning* easier or more challenging have been investigated by Heitink et al. (2016) who have prepared this conceptual model in order to show the relations among these necessities (Figure 2.2).
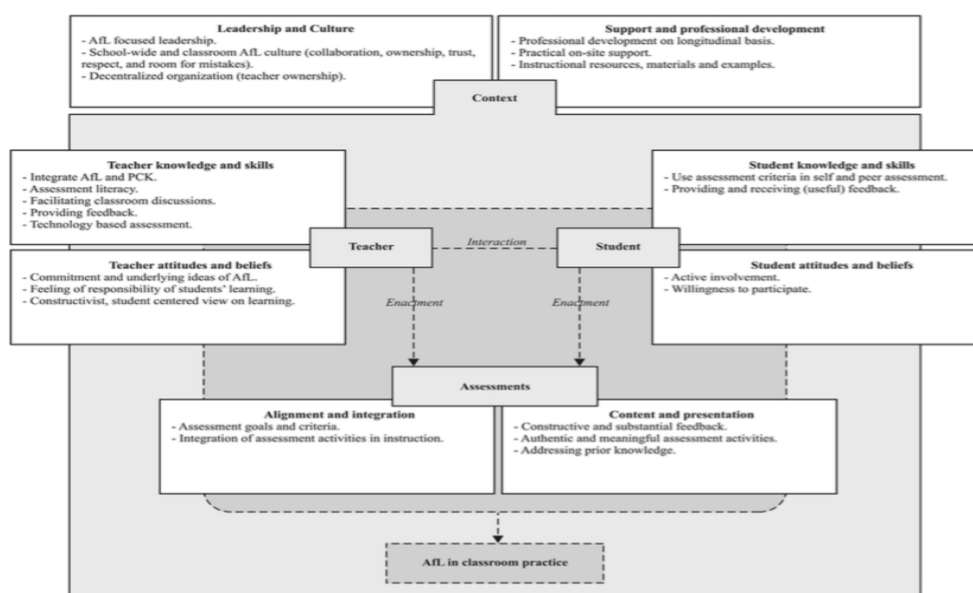
Figure 2.2. *Conceptual model for AfL implementation (Heitink et al., 2016, p.59)*

According to Figure 2.2, the necessities have an impact on constructing an *Assessment for Learning* setting for the purpose of developing students' success. Here, context plays a major role to enable efficient practice. Students and teachers have an interaction such as maintaining/receiving feedback, and they establish an association with assessment with the help of enactment. Enactment is used to make sense of their knowledge, skills, attitudes, and beliefs in *Assessment for Learning* implementations (Heitink et al., 2016). For the reason that 'assessment' is closely connected with 'teacher' and 'student' categories, the focus is on the following three categories which are 'teacher', 'context', and 'student'.

2.7.1. Teacher

In order to achieve *Assessment for Learning,* factors related to teachers including knowledge, skills, beliefs, and attitudes are determined as necessary conditions (Heitink et al., 2016).

'Language Assessment Literacy' (LAL) can be defined as "the knowledge skills and principles that stakeholders involved in assessment activities are required to master in order to perform assessment tasks" (Inbar-Louri, 2017, p. 257). In another definition, Malone (2013, p. 329) explains this concept as "familiarity with testing definitions and the application of this knowledge to classroom practices in general and specifically to

issues related to assessing language."

For the reason that various ideas and terminologies about teacher assessment literacy are available in the literature, Alonzo (2016) brings attention to the need for identifying assessment literacy with regards to the conception of *Assessment for Learning* with the aim of establishing a consistent definition and suggested the following description:

> Teacher assessment for learning literacy accounts for knowledge and skills in making highly contextualised, fair, consistent and trustworthy assessment decisions to inform learning and teaching to effectively support both students and teachers' professional learning. The aim of teachers is on building students and other stakeholders' capabilities and confidence to take an active role in assessment, learning and teaching activities to enable and provide the needed support for more effective learning (Alonzo, 2016, p.58).

According to this definition, ability of teachers to execute assessments are vital for teaching and learning. Recently, there have been various studies on language assessment literacy conducted in various parts of the world. Yan, Zhang, and Fan (2018) studied the contextual and experimental elements, and the results exhibited teachers' different profile of language assessment literacy. According to the findings of this study, the teachers called for training on assessment implementation instead of knowledge. Giraldo (2018) put forward a basic list for LAL including the dimensions of 'knowledge', 'skills', and 'principles'. Tsagari and Vogt (2017) investigated the training levels and needs of teachers in three different EFL settings that were Cyprus, Germany, and Greece, and the findings demonstrated that participants discerned that their language assessment literacy was inadequate. In another study, Vogt and Tsagari (2014) also examined the training levels and needs of teachers, but this time from a group consisting of seven countries: Cyprus, Former Yugoslavian Republic of Macedonia, Germany, Greece, Italy, Poland, and Turkey. The results of this study yielded that teachers' language testing and assessment literacy was found not to be improved satisfactorily, and a great number of these teachers selected the options of 'a little' or 'no' training. As the related outcomes pointed out, most of the respondents taking part in interviews as the further steps of the study considered their training as not enough to make them ready in their profession, and a need was identified for in-service training especially on self-assessment, peer assessment, and portfolio. Another crucial result obtained from the interview shed light on how these teachers reduced this situation through working with colleagues and mentors. Xu (2017) focused on assessment literacy enhancement of novice teachers, and

the researcher identified three phases in their developmental progress. At the first phase, more stress was on practical techniques; at the second, more elaborated ways were preferred with an increasing awareness of planned classroom assessment; and at the third phase, improvised formative assessment occurred more. Thus, Xu (2017) offered that an important sign of the literacy enhancement was the improvising observed during this progress. Baker and Riches (2018) carried out an in-service training and investigated the improvement of teachers and facilitators in terms of language assessment literacy, and it was concluded that both groups developed language assessment literacy. Zlabkova, Stuchlikova, Rokos, and Hospesova (2021) studied the teachers' perspective on formative peer assessment and found out the remarkable impact of making teachers a part of formative peer assessment activities on their assessment comprehension.

Crusan, Plakans, and Gebril (2016) conducted a study, and the outcomes of this study pointed out teachers describing themselves as competent in assessment but also affirming their insufficiency of trust in themselves for assessment capabilities. In this study, it was also revealed that teachers with experience over a longer period delineated lower levels of knowledge in assessment. As a consequence of this study, a tendency was detected that teachers having heavy workload used more negative expressions of assessment. The researchers depicted as a whole consisting of their knowledge, beliefs, and practices in the second language context.

The latest language assessment literacy studies in Turkey have also been vital (Öz & Atay, 2017; Mede & Atay, 2017; Ölmezer-Öztürk & Aydın, 2018; Ölmezer-Öztürk & Aydın, 2019; Sevimel-Şahin & Subaşı, 2019; Pehlivan-Şişman & Büyükkarcı, 2019; Ölmezer-Öztürk, 2021; Işık, 2021). To begin with, Öz and Atay (2017) conducted a study to detect the perceptions and implementations of Turkish EFL instructors related to in-class language assessment. The outcomes indicated that the majority of the participants recognized the classroom assessment, but a disparity was detected between assessment literacy and classroom implementation of these instructors. Mede and Atay (2017) also performed research on Turkish EFL instructors' assessment literacy and training necessities of these participants were also revealed as the result of this study. Sevimel-Şahin and Subaşı (2019) and Pehlivan-Şişman and Büyükkarcı (2019) carried out review studies on LAL studies from both Turkey and other countries. The researchers Ölmezer-Öztürk and Aydın specialised in LAL in the Turkish EFL setting and published a series of articles. First, Ölmezer-Öztürk and Aydın (2018) developed a scale in order to evaluate

assessment knowledge of EFL teachers. Following this, Ölmezer-Öztürk and Aydın (2019) shed light on the level of assessment knowledge of EFL instructors from Turkish higher education institutions. The results of this study demonstrated a discrepancy, namely, between high levels of instructors' perceptions related to assessment skills with reference to different language skills and low levels of language assessment literacy. Finally, Ölmezer-Öztürk (2021) examined the factors leading these instructors to be reluctant and unmotivated to be more assessment literate, and five themes were identified as follows: 'LA as an extra burden', 'The presence of testing office and materials', 'LA as an anxiety provoking factor', 'Institutional factors', and 'Rarity of ways to improve oneself' (p. 601). In the same year, Işık (2021) also examined the perception and implementation of Turkish EFL teachers from different levels of schools, and the outcomes of the study pointed out language learning and teaching experiences, intuition, commitment to the traditional ways and taking other colleagues as the model as the factors constructing teachers' assessment implementations. Işık (2021) also underlined the low levels of teachers' assessment knowledge due to having inadequate assessment knowledge provided in pre-service and in-service training. The outcomes of the study of Işık (2021) yielded that assessment was not a central element in teacher training programs so these programs could not prepare teachers with the appropriate theoretical and practical knowledge related to assessment. As the outcome of the study of Işık (2021), low level of assessment quality was detected in the schools and assessment was considered as a necessity for giving grades.

In addition to the knowledge and skills, teachers' beliefs and attitudes have been also examined in the related literature. According to Marshall and Drummond (2006), a group of teachers' beliefs are linked to the spirit of *Assessment for Learning*, which is defined as "high organization based on ideas" (p.133), for the reason that they consider autonomy of students important and recognize it as the basic aim of the teaching. At the same time, it is also related to their perceptions of the classroom as the learning environment. The spirit of *Assessment for Learning* is represented as how learning tasks are formed and ordered by the teacher. The types of these tasks influence the following interactions in the class. Thus, spirit is required for *Assessment for Learning* to accomplish the goal of supporting students in becoming independent in their learning (Marshall & Drummond, 2006). Tierney (2006) also highlights the potential of classroom assessment for enhancing learning, but at the same time, the lack of implementation of

the classroom assessment. In the scope of that study, a group of elements were examined in articles, and some of these elements detected were large-scale assessment, educational policy, professional development, and teachers' beliefs and conceptions. In another study, Yan and Cheng (2015) examined the relationships between teachers' intentions, practices, and attitudes of FA, and the outcomes of the study indicated that instrumental attitude, subjective norm, and self-efficacy predicted intentions of FA. In a similar vein, Karaman and Şahin (2017) conducted a study to investigate teachers' intentions and behaviours of FA. Self-efficacy, perceived behavioural control, and instrumental attitude were determined as the factors that could be used to anticipate teachers' intention of FA implementations, and self-efficacy showed a stronger impact on this prediction as compared with the other two factors. The outcomes of the study yielded that teachers whose self-efficacy levels were higher were inclined to implement FA (Karaman & Şahin, 2017). For Crichton and McDaid (2015) who investigated the perceptions of teachers related to strategies of *Assessment for Learning* in addition to students*,* and especially the strategies 'Learning Intentions' and 'Success Criteria', all the teachers agreed on using 'Learning Intentions' and 'Success Criteria'. However, inconsistent results were revealed in teachers' understanding of these strategies indicating the probable reasons of deficiency in confidence and support. These participants did not consider 'Success Criteria' as the first issue most frequently due to time constraints, and teachers reported that time was devoted to teaching content instead of dealing with 'Learning Intentions' and 'Success Criteria' (Crichton & McDaid, 2015). In the study of Dixon, Hawe, and Parr (2011), these beliefs emerged as a prominent factor in execution of *Assessment for Learning* practices. In the study, it was stated that beliefs may be obstructive in carrying out *Assessment for Learning* methods due to its iterative and lasting feature. This could reflect in *Assessment for Learning* practice as teachers may choose certain ways related to *Assessment for Learning*, but their beliefs may prevent them from doing essential modifications (Dixon, Hawe & Parr, 2011). Similarly, Willis (2009) also stated that their beliefs were considered as barriers to accept and put *Assessment for Learning* into practice. Yung (2002) discussed that professional consciousness of teachers was an element that influence decisively their teaching practice, and as the result of the study, the researcher concluded that teachers accepting a critical viewpoint on policy change succeed in managing their teaching, and professional confidence and professional consciousness were two crucial elements.

2.7.2. Context

The title 'Context' addresses the issues of 'school leaders', 'school culture', 'school support', and 'professional development' (Heitink et al., 2016). Cultural, social, and political contexts are issues that have an impact on *Assessment for Learning* implementations. It is crucial to investigate and enhance how teachers could be helped with the purpose of arranging these contexts in the scope of the curriculum which incorporates *Assessment for Learning* (Willis, 2009). Fulmer et al. (2015) introduced a multilevel model for explaining contextual factors and analysed the studies in the literature according to this model. In this mode, there were three levels which were micro, meso, and macro levels, and the outcomes of the study yielded that a great number of studies were found to be related to micro level, namely, they were about teachers' knowledge and values while the studies on meso, that is 'school' were rather limited. Carless (2005) also examined school curriculum reform that put forward *Assessment for Learning* in Hong Kong, and some problems were found in terms of its execution in the primary school environment in Hong Kong. The results of this study revealed that the exam-oriented system, deficiency in perception of assessment, and insufficient time, capacity, and intention were the negative points. According to Tierney (2006), communities can promote or prevent the change in the system. In this sense, Boardman and Woodruff (2004) conducted a study with the purpose of revealing the influence of a new instructional implementation in Texas and concluded the effect of the setting of high-stake exam on the practice, appropriateness, and sustainability of new techniques. In the same study, Boardman and Woodruff (2004) also reported that high-stake exam was determined as the central point by some teachers to evaluate the value of new teaching practices, and the impact of these test could also be seen on items to be used and their frequency for the use and the instruments to be used. Brown, Kennedy, Fok, Chan, and Yu (2009) also stressed numerous evidence demonstrating the importance of success expectations and social improvement, thus the value of examinations in China. The researchers also expressed that assessment was put in a different position for both teacher and students in the Chinese context, unlike in western cultures. In the Chinese context, teachers were required to respond to the parents for the aims to provide evidence and to get students carried out their best performance (Brown et al., 2009). In the study conducted in the Swedish context, Andersson et al. (2017) examined five key strategies, which was also the focus of the current research. The results of the study yielded that

teachers executed a number of FA implementations, however, at the same time, need for further development was concluded for better use of FA.

There have been limited research studies conducted in EFL high school contexts in Turkey. In Turkish EFL high school settings, Demir-Ayaz, Ozkardas, and Ozturan (2019) investigated the harmony of assessment implementation with the changes in the curriculum of the Ministry of National Education, and the results demonstrated a gap between the points reported in the curriculum and classroom implementation of assessment.

2.7.3. Student

'Student knowledge and skill' and 'student beliefs and attitude' are presented in this section. In the Turkish EFL high school contexts, there have been several studies related to the strategies of *Assessment for Learning*. Yakışık (2021) carried out a study to reveal the preferences and emotions of EFL high school students related to oral corrective feedback. Making mistakes in the classroom was reported by more than half of the students to cause them to feel anxious as a result of the study. However, most of the students in this study also stated the requirement of oral corrective feedback and especially immediate feedback was recorded with positive feelings by the participants. Yakışık (2021) also concluded that EFL high school students reported to have high levels in self-correction no matter what their grade or gender was. In another study, Akdağ and Özkan (2017) investigated the impact of blogs which were identified as modern tools utilised for the purpose of FA on students' writing skills, and blogs were concluded to be valuable in developing students' writing skills in addition to their desire for writing and improvement of autonomous writing. Furthermore, Kayacan and Razı (2017) conducted a study in a state vocational high school to examine the effect of self-review and feedback. Consequently, a positive effect of self-review was found in their writing skills at the end of the study. Kayacan and Razı (2017) also checked out the fluence of peer feedback on students' writing skills, and the results of the study indicated the positive impact of peer feedback on the improvement of their writing skills. All these developments have been observed in the literature of various countries, here, there has been a need for examining the Turkish EFL studies, as specific to high school context, in terms of the changes in assessment.

2.8. Summary of the Literature Review

In Turkey, English has the status of foreign language in Turkey. As it has been also expressed in the National English Language Curriculum, English is a lingua franca and Turkish students are required to learn how to use language effectively in cooperating with people in other countries. In the English Curriculum prepared for high schools, it has been expressed that the Common European Framework of Reference for Languages (CEFR) provides the basis for this curriculum. Action-oriented approach has been adopted for the reason that English is accepted as a tool of communication instead of a course. According to this curriculum, it is aimed to enhance students' capabilities for achieving success and being fluent in English and responsible for their own learning. Cooperation has been underscored of what should be done among students, teachers, administrators and so on. However, it has been acknowledged that there have been a great number of learners who do not have appropriate communicative competence. It has also been stated that the focus is on grammatical competence in Turkish EFL settings. Thus, the curriculum has been arranged for the students in high schools including the 9th, 10th, 11th, and 12th grades to successfully solve this problem, and for this curriculum, it has been paid attention to all aspects of communicative competence (MoNE, 2018b).

The principles in this curriculum support the collaboration among students as it is regarded that interaction among students enables them to use skills required for successful communication. It is also possible to fulfil their affective needs through collaboration for the reason that adolescents in most cases have trust in peers more than adults. Learner autonomy is another crucial point emphasised in this curriculum. It is planned that students can receive aid and support from their classmates and teachers. In this way, it is aimed to develop their autonomy which can be achieved in communication and cooperation. At this point, assessment techniques are of vital importance in maintaining communicative contexts, and it is needed that assessment methods indicate language teaching and learning methods (MoNE, 2018b).

The curriculum has touched upon some problems that prevent the practice of some assessment techniques in language classes in Turkish EFL settings. These problems are 'crowded classes' and 'the requirement of achieving high grades'. As a response to these difficulties, the following statement has been offered: "Overcoming this backwash of effect of assessment is especially required in language classes in which traditional assessment techniques are no longer relevant to evaluate the communicative output of

learners" (MoNE, 2018b, p. 6). A combination of traditional, alternative, and electronic types is used in identifying the points of assessment in this curriculum. No matter what instruments teachers prefer for assessment, the crucial issues are to prepare communicative assessment tasks and to assess language production. Moreover, it is advised to benefit from several sources in assessing and providing feedback for students' performances. Students' works such as porfolio, projects should be included in their overall grade, thus language production can be improved through assessment. As for feedback, assessing peer and their own performances are offered in addition to the feedback provided by teachers. In feedback provision, the crucial point reported in the curriculum is that it should be systematic and comprehensible (MoNE, 2018b).

Assessment for Learning has attracted considerable attention around the world, and it is accepted as a vital element for powerful teaching (DeLuca et al., 2019); here, teachers play a significant role, specifically their perceptions and classroom implementations have an impact on the success of formative assessment implementations (Yan et al., 2021). Nowadays, it has been expressed that there is a need to conduct further research in order to understand *Assessment for Learning* with all its parts (Wu et al., 2021).

The perspective which places *Assessment for Learning* as a component for the educational innovations around the different parts of the world has also influenced the curriculum prepared by MoNE in 2013 (Karaman & Şahin, 2017). Extensive research has been carried out on *Assessment for Learning* in different English language teaching contexts around the world (Lee, 2007; Lee, 2011; Lee & Coniam, 2013; Retnaningsih, 2013; Sardareh & Saad, 2013; Mak & Lee, 2014; Sardareh, Saad, Othman & Me, 2014; Huang, 2015; Cindrić & Pavić, 2017; Nasr, Bagheri, Sadighi & Rassaei, 2018; Umar, 2018; Nasr, Bagheri, Sadighi & Rassaei, 2019; Xu & Harfitt, 2019; Ghaffar, Khairallah & Salloum, 2020; Lu & Mustapha, 2020; Nasr, Bagheri & Sadighi, 2020; Vattøy, 2020), and a considerable number of innovations have been made by the Ministry of National Education in Turkey. However, there has been a need to conduct further studies on *Assessment for Learning*. Furthermore, several researchers from the Turkish EFL context (Hatipoğlu, 2015; Mede & Atay, 2017; Ölmezer-Öztürk & Aydın, 2018) have pointed out the need for comprehensive in-service training on assessment and evaluation. Thus, the current study has aimed to explore the case of English language teachers working in high schools in terms of their needs of *Assessment for Learning* and their ideas about the value and practicality of *Assessment for Learning* for their own educational settings.

CHAPTER 3

3. METHODOLOGY

This chapter aims to provide the details of the methodology followed in this study. At the beginning, the study design and then its setting were described which continued with a section explaining the members taking part in the first stage. Following these, data collection tools were clarified, and then, it was presented how data were gathered through these tools. The chapter ends with the explanation of the data analysis.

3.1. Design of the Study

This part describes the design of this study in two phases which are the parts of 'Needs Analysis' and 'In-Service Training Program'. As the first phase, it was aimed to detect needs of EFL teachers working in high schools. For achieving this aim, in addition to quantitative data, qualitative data were also utilised in order to better understand the issues that teachers are required to learn and would like to learn further on *Assessment for Learning.* As the second phase, an In-Service Training Program was prepared and presented to EFL high school teachers. It was developed based on the teachers' needs identified as the results of the quantitative and qualitative inquiries. In the scope of this program, the participants were engaged in a variety of *Assessment for Learning* techniques. The program included short-term courses lasting for a few hours. According to Nation and Macalister (2010), the short-term courses have two advantages: (1) they stand for a minor implementation of planning the curriculum, and (2) they are the main practices of accomplishing new methods in the classroom environment. For these reasons, it was considered that short-term courses would be beneficial to especially succeed in the implementation of techniques of *Assessment for Learning* in their classes and to support for taking some steps towards curriculum arrangement in this way.

3.2. Context of the Study

Assessment for Learning is viewed as one of the crucial elements in developing learning. The present study aimed, first, to investigate the needs related to English language teachers working in high schools, and second, to develop and perform an in-service training program for the purpose of satisfying the needs of these teachers. It is important to look from a broader perspective, and for achieving this, it is beneficial to

examine the details related to their student years such as what types of techniques were used to assess their performance, which courses they had to complete as a requirement of their undergraduate studies and what their course contents were. Thus, all background and educational information may help us to interpret their current teaching understanding.

Students who want to become a candidate of English language teachers need to take the examination prepared by the Student Selection and Placement Centre. It is a multiple-choice test including questions on grammar, vocabulary, and reading comprehension. The candidates can have a right to study in the Department of English Language Teaching of the Faculty of Education. According to a critical review of Aydın (2016), in this system, for a great number of the teacher candidates, writing and speaking courses start for the first time during their undergraduate studies.

The Undergraduate Program of English Language Teaching prepared by the Council of Higher Education includes the courses related to development of language skills, literature, linguistics, and teaching methodology. According to this program, assessment, which is the main issue of the current study, seems to be restricted to only two courses titled 'English Language Testing and Evaluation' which is about basic concepts related to assessment, and properties of various forms and how to use them in language classes, and 'Assessment and Evaluation' (Council of Higher Education, 2018).

After graduation, these individuals have to take the Public Personnel Selection Examination in order to be appointed to a state school. In this exam, candidates are required to answer multiple-choice questions related to their field of specialisation. In the exam carried out in 2020, the distribution of the items according to the subjects is as follows: for the total of 75 questions, there are two parts which are the content knowledge test (60%) including language proficiency (34%), linguistics (13%), literature (13%), and field training (40%) (Student Selection and Placement Centre, 2020). In addition to English Language Teaching, the graduates appointed as English language teachers in the state schools can also be from the departments of English Literature, American Literature, English Linguistics, and Translation and Interpreting.

In summary, candidates of EFL teachers' journey start with test preparation including multiple-choice items for the university entrance exam as the first stage. Following this, they have to carry out the requirements of two courses during the period of undergraduate education. In the next stage, they are appointed to schools. As soon as

they enter the teaching profession, they have to conduct their duties in accordance with the arrangements of the Ministry of National Education.

From the standpoint of assessment, which is the central point of the present study, the first issue emphasised in the latest English Language Teaching curriculum of the High School Curriculum prepared by MoNE in 2018 is focused that different assessment types should be combined, and accordingly, these types should consist of both traditional methods and alternative ways. Moreover, one of the main issues focused on the curriculum is students' language production. For achieving this aim, it is proposed that a variety of techniques should be included for assessing students' success (MoNE, 2018b).

According to this curriculum, feedback is reported to play a role in assessing the learning process, and different sources of feedback have been offered such as teacher's feedback, student's self-feedback, peer feedback, and so on. It is suggested to benefit from a mixture of these sources during the process of learning. At this point, it is of vital importance to make a correct diagnosis of teachers' readiness for utilising these sources efficiently (MoNE, 2018b).

The goals of the in-service training program to be prepared in the scope of the study have been to investigate how language teachers benefit from these sources of assessment, what the elements of *Assessment for Learning* are, and what their needs are in terms of using the different ways in assessing students' progress.

3.3. Participants of the Study

This section presents a summary of the participants of the study. There are two groups; the first group consists of the teachers who took part in the needs analysis investigations, and the second group are the participants of the in-service training courses.

3.3.1. Participants of the needs analysis

This section offers the details about the teachers who shared their experiences and opinions about the items in the checklist and interview.

3.3.1.1. *Checklist respondents*

The group who took part in the needs analysis and responded to checklist items consisted of 111 English language teachers working in the state high schools in Afyonkarahisar. The first aim of the research was to reveal these participants' needs

related to *Assessment for Learning*. The participants were chosen as high school teachers, and the reason for this preference was that students in high schools were expected to have higher levels of metacognitive skills as compared to the students in primary and secondary schools. The researcher aimed to include students of all types of high schools in the city centre and its districts to see various examples. The reason for choosing this city and sample was because it was easy to access for the researcher; thus, the study employed convenience sampling (Creswell, 2012).

According to Nation and Macalister (2010), one of the major elements that have an influence on environment analysis was 'teacher' which was also the focus of the current study. In this respect, the participants of the study are presented in a comprehensive way including their teaching and in-service training experiences (Table 3.1), educational backgrounds (Table 3.2), and school types of teachers (Table 3.3).

Table 3.1 shows the participants' years of experience and their experience of participating in In-service Training related to assessment.

Table 3.1. *Teaching and in-service training experiences*

Years of Teaching Experience	N	%
0-5	22	19.9
6-10	45	40.5
11-15	23	20.7
16-20	16	14.4
21-25	5	4.5
Total	111	100
Experience of Participating in In-service Training related to Assessment	**N**	**%**
Yes	13	11.7
No	98	88.3
Total	111	100

According to Table 3.1, the participants are 111 high school EFL teachers and more than half of the participants report to had teaching experience up to 10 years. In terms of years of teaching experience, the distribution of the participants from highest to the lowest is 40.5% between 6-10 years, 19.9% 0-5 years, 20.7% 11-15 years, 14.4% 16-20 years, and 4.5% 21-25 years. Table 3.1 shows that the teachers have different duration of experiences, and only a small number (11.7%) state to take part in an in-service program about Assessment. These programs were about assessment, portfolio, self-assessment, modern techniques in assessment, and criteria and rules of assessment.

Table 3.2 demonstrates which departments and levels the participants graduated from and how many courses they had during these studies.

Table 3.2. *Educational backgrounds*

Departments of Graduation	N	%
ELT	81	73
English Literature	19	17.1
American Literature	5	4.5
Translation & Interpretation-English	2	1.8
Linguistics	1	0.9
Others	3	2.7
Total	111	100
Levels of Education	**N**	**%**
BA	97	87.4
MA	14	12.6
Total	111	100
Number of BA/MA Courses related to Assessment	**N**	**%**
0	1	0.9
1	38	34.2
2	35	31.5
3	14	12.6
4	23	20.8
Total	111	100

Table 3.2 shows the educational background of the teachers. It is seen that most of them (73%) graduated from the Department of English Language. In this group, there are also graduates of English Literature (17.1%), American Literature (4.5%), Translation and Interpretation-English (1.8%), Linguistics (0.9%) and others (2.7%). The participant teachers reported to have mostly a BA degree while 12.6% of them have an MA degree. Most of the participants had one or two courses related to Assessment and Evaluation during the educational period, and "portfolio" (30%) and "feedback" (25%) were the subjects mainly discussed, and only seven teachers stated to deal with "peer assessment" during these courses.

3.3.1.2. *Interview respondents*

For the qualitative part of this study, the aim was to have a detailed understanding of English language teachers' needs related to *Assessment for Learning*. The participants were chosen among the same group working in high schools as English language teachers in this city. Purposeful sampling method was preferred; that is to say, the participants of a study were chosen from a particular group or individuals on purpose to comprehend the central phenomenon (Creswell, 2012). The study included participants working a wide range of school types for this qualitative part of the study (Table 3.3).

Table 3.3. *Teachers taking part in the interview*

School Types	N	%
Anatolian High School	3	30
Vocational and Technical Anatolian High School	2	20
Social Science High School	2	20
Science High School	1	10
Multi-Program Anatolian High School	1	10
Anatolian Vocational High School	1	10
Total	10	100

In this sense, the participants were invited from several types of schools for having a deeper understanding of their cases. For detecting their needs, as seen in Table 3.3, 10 voluntary teachers were selected for the interviews and these teachers worked in different school types. These school types were Anatolian High School (30%), Vocational and Technical Anatolian High School (20%), Social Sciences High School (20%), Science High School (10%), Multi-Program Anatolian High School (10%), and Anatolian Vocational School of Health (10%).

3.3.2. Participants of the in-service trainings

These training courses were prepared for EFL teachers working in high schools. The training courses were open for the target group and participation was on a voluntary basis. The tasks and questionnaires were sent to all these teachers participating in all the sessions. It was also on a voluntary basis and numbers of the participants replying to the tasks before and after the courses and the questionnaires are seen in Table 3.4.

Table 3.4. *Number of participants replying to tasks and questionnaire in the scope of in-service training*

Courses	Types of Participation		
	Listeners	Tasks	Questionnaire
Clarifying and sharing learning intentions and criteria for success	28	11	17
Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	36	16	26
Providing feedback that moves learners forward	59	10	47
Activating students as the owners of their own learning	20	10	20
Activating students as instructional resources for one another	16	10	13

Table 3.4 demonstrates the number of teachers who provided responses for the tasks both before and after the courses and questionnaires just after the training. There is not a

huge difference among the groups in terms of the task responses for all these courses. The numbers of the participants are 16 in *'Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding',* 11 in *'Clarifying and sharing learning intentions and criteria for success'* and 10 in *'Providing feedback that moves learners forward', 'Activating students as the owners of their own learning',* and *'Activating students as instructional resources for one another'.* As seen in Table 3.4, the highest number of teachers who completed the questionnaire is seen in the course *'Providing feedback that moves learners forward'* (N=47) participants, and following this *'Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding'* (N=26), and the numbers decrease in the rest of the courses as *'Activating students as the owners of their own learning'* (N=20), *'Clarifying and sharing learning intentions and criteria for success'* (N=17), and *'Activating students as instructional resources for one another'* (N=13).

3.4. Data Collection Tools

In this part, the focus is on the instruments utilised during the data collection period. These instruments are (a) checklist, (b) focus group interview questions, and (c) interview questions. In the following sections, details of the data collection tools have been explained.

3.4.1. Checklist

In the Turkish EFL context, there has been a paucity of studies focusing on *Assessment for Learning*. A checklist was developed within the scope of the current research in order to reveal the needs of Turkish EFL teachers. The titles of *Assessment for Learning* suggested by Wiliam and Thompson (2008, p. 15) were determined for the main categories as follows: (1) 'Clarifying and sharing learning intentions and criteria for success', (2) 'Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding', (3) 'Providing feedback that moves learners forward', (4) 'Activating students as instructional resources for one another', and (5) 'Activating students as the owners of their own learning'.

Similar studies of *Assessment for Learning* carried out in different parts of the world were found and reviewed at the beginning of this process. The parts having the contents related to *Assessment for Learning* strategies and methods were highlighted, especially,

the questionnaires (James & Pedder, 2006; Pat-El, Tillema, Segers & Vedder, 2013; Jonsson et al., 2015; Deneen et al., 2019) developed in various countries provided basis for designing the list and the related items were chosen from these questionnaires. All these units coming from several studies and questionnaires were collected in an item pool. Then these were classified into the groups according to the five titles of Wiliam and Thompson (2008).

As the study concentrated on Turkish EFL teachers, the selected items were translated into Turkish to minimise the risk of misinterpretation of the items. During this process, an expert from the department of English Language Teaching provided suggestions for the selected items, and the items were arranged accordingly. Any vague points arising from terminological ambiguity detected were clarified. Some parts were also adapted by taking the cultural and educational issues into consideration in foreign language settings in Turkey. As a consequence, the first form was created at the end of the meeting with the expert.

The first form of the checklist was sent to six experts in the department of English Language Teaching and two experts in the department of Measurement and Evaluation in Education. The experts expressed their opinions about the items in terms of their clarity, comprehensibility, and compatibility. In the light of these ideas, the researcher made some changes on the checklist, and this updated list was sent to the expert of English Language in order to finalise the checklist (see Appendix A). Apart from the last item in each part, teachers were expected to reply as 'yes' or 'no'. The last item was an open-ended question.

3.4.2. Interview questions

In order to elaborate on the *Assessment for Learning* practices and needs of Turkish EFL teachers in high schools, open-ended questions were formed. These questions were about whether they performed the five strategies proposed by Wiliam and Thompson (2008), and it was expected from the teachers to explain further how they carried out the five titles with specific examples from their own classes.

After constructing the questions, they were sent to the experts from both departments of English Language Teaching and Measurement and Evaluation in Education. In accordance with their suggestions, the interview questions took the final form (see Appendix B).

3.4.3. Questionnaire

The aim was to reveal the opinions of the participant teachers related to the INSET program through the questionnaire. For this purpose, the first question was to uncover their ideas about *Assessment for Learning* in general: *"What do you think about Assessment for Learning?"* The second question was posed to make teachers collate their responses to the task before the training with the one provided after the course: *"How do you compare your tasks that you prepared before and after the training?"* The third question was about the techniques mentioned during the sessions, and they were asked: *"What do you think about the practicality of the techniques?"* The next questions were asked for learning the teachers' opinions about positive and negative sides of the techniques: *"Can you share your positive and negative opinions related to implementation of these techniques? Can you give examples related to your students?* The last question was posed for the participants to express their views for adding something new to the content of the in-service training program or omitting from this scope: *"Is there any point that you offer to add to or omit from the content of the training?"*

The items were prepared in the form of a questionnaire. The first three items were four-point Likert type questions, and they were "very important/ important/ partially important/ not important" for the first question, "no change/partially change/changed a lot/completely change" for the second questions, and "not practical/partial practical/practical/very practical" for the third one. The last two ones were open-ended questions. The questionnaire was sent to the experts from the departments of English Language Teaching and Measurement and Evaluation in Education. The experts delivered their opinions about the clarity of the items and validity. In the light of this information, some arrangements were made on the points that should be written intelligibly, and several changes were done for meeting the requirements of face validity. As the last step, it was sent to the experts once more to receive their approval (see Appendix C).

3.4.4. Questions of the tasks before and after training

For each session, a task was designed, and the same task was implemented both before and after each training. The purpose, here, was to detect the difference between

what they had maintained as feedback before the course and what else they could also add for the same student task just after participating in these sessions.

The content of all these courses were developed depending on the teachers' responses given for the checklist and the interviews. Considering all their needs, the training program was formed based on the *Assessment for Learning* principles. The contents of all these courses were determined meticulously including not only theoretical framework but also selecting especially practical ideas that teachers could be easily implemented in Turkish EFL high school contexts. Questions of tasks before and after the training were the same for each course. In line with the MoNE Curriculum, the questions were determined in order to see whether the aims of the courses could be achieved. The experts from the Department of English Language Teaching examined all the questions, and the researcher followed their suggestions.

3.4.4.1. *Clarifying and sharing learning intentions and criteria for success*

In line with the MoNE Curriculum, a writing task preparation was demanded as the tasks before training for this session on the topic "Students will be able to write an argumentative essay including solutions for disadvantaged people's problems" (MoNE, 2018b, p.58). In doing this, the participants were asked to answer three questions as follows: "How can you explain this task?", "When you are explaining the task, what else can you address?", and "How can you express success criteria?"

3.4.4.2. *Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding*

For the course 'Engineering Effective Classroom Discussions and other Learning Tasks that Elicit Evidence of Students Understanding', teachers were requested to prepare a warm-up session on this issue with three questions they would ask their students depending on a part taken from the High School English Language Teaching Curriculum of the Ministry of National Education as "Students will be able to write a comment on a topic via social media" (MoNE, 2018b, p.32). Following the task before the training part, question types were examined, and possible students' responses were discussed. In this direction, it was aimed to find the answer how they handled classroom discussion efficiently in their classroom environment. Finally, they were expected to write three questions as the warm-up activity for the same curriculum item given at the beginning.

3.4.4.3. *Providing feedback that moves learners forward*

In this part, the duty of the teachers was to provide feedback for a sample student work. They had to write their comments on three points. Following the tasks before training, the content of the first session included definition of feedback, properties of effective feedback, and ways of providing effective feedback. At the end, they were asked to give feedback for the same student work just after the training finished. Thus, it was aimed to see whether there was a difference between their feedback before and following the training course.

3.4.4.4. *Activating students as owner of their learning*

Teachers were expected to prepare a writing task on the same topic that was given on them in the first part 'Learning Intentions and Success Criteria'. For the second half of the course and as a continuation of the first session, they were expected to design a task including a self-assessment technique that students in their classes would use for the purpose of assessing their own work on "Students will be able to write an argumentative essay including solutions for disadvantaged people's problems" (MoNE, 2018b, p.58). They needed to explain briefly what their writing task was and how they expected their students to assess their performance.

3.4.4.5. *Activating students as instructional resources for one another*

Peer assessment was discussed in a separate course. Teachers were asked to design a writing task on "Students will be able to write a booklet to describe their hometown" (MoNE, 2018b, p. 53). In accomplishing the course objectives, the task that they would prepare needed to include a peer assessment technique. They needed to focus on the way(s) of assessing other students' performances in their writing assignments. They were asked to explain their writing duty and how pairs assessed the writing task.

3.5. Data Collection Procedures

In order to conduct this study, the approval of the Research Ethics Committee of Anadolu University was taken, and it was carried out with the approval numbered 13906 (see Appendix D), and revisions in the scope of the research were made. The Research Ethics Committee was informed of these revisions and the approval was obtained with

the document numbered 34139 (see Appendix E). After the approval of the Research Ethics Committee of Anadolu University, the necessary permission was also obtained from the Directorate of National Education in Afyonkarahisar and the Governorship of the city (see Appendix F). As a result, the training program was arranged to be conducted on 14-15-16 June 2021 (see Appendix G).

Although it was planned to collect data by the researchers in the scope of school visits, it was not possible due to the pandemic conditions. An online form of the checklist was sent to English language teachers. The purpose of the study was explained to the teachers, and they were invited to complete the items. A total of 111 filled these items in the checklist that was the first step in determining their needs related to *Assessment for Learning*.

Following the data collection through the checklist, the second step was to elaborate their needs. With this aim, the researcher carried out one-to-one interviews with the voluntary teachers who had already answered the checklist questions. During these conversations on the telephone due to the pandemic conditions as well, the teachers provided a variety of examples related to how they perform the mentioned techniques of *Assessment for Learning*. Among these teachers, two of them would like to answer the questions via mobile phone messages due to their busy schedules. As the interviews were finished, the outcomes helped the researcher to shape the training program.

3.6. Program Design Approach and Model

The Learner-Centred Approach was adopted and accordingly, students are at the central point in this approach (Demirel, 2020). The study settled on the Language Curriculum Design Model developed by Nation and Macalister (2010). The following steps were carried out in accordance with the determined objectives based on this model (see Figure 3.1).
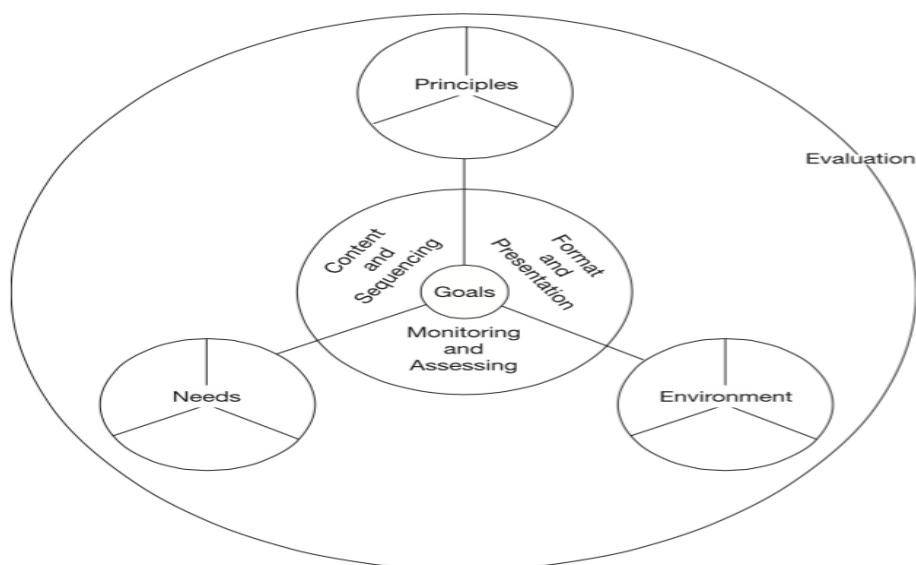
Figure 3.1. *A model of the parts of the curriculum design process* (*Nation & Macalister, 2010, p. 3*).

Depending on this figure, the two elements "Needs Analysis" and "Environmental Analysis" have been further explained in the following parts.

3.6.1. Needs analysis

Nation and Macalister (2010, p. 24) explain the aim of needs analysis with this opening statement as follows: "The aim of this part of the curriculum design process is to discover what needs to be learned and what the learners want to learn." For the purpose of detecting teachers' needs, three types of needs are focused which are 'necessities', 'lacks', and 'wants'.

According to the first type 'necessities', it is important to determine the requirements of the target point. Self-report, research reviews, and observations are some of the ways that can be used to reveal necessities (Nation & Macalister, 2010). Thus, in the light of the previous research, the essential points for *Assessment for Learning* were identified and specific items were also selected from the previous studies in the literature according to each strategy. The training program to be prepared in the study was intended to present the participant teachers with a variety of *Assessment for Learning* techniques in order to raise their consciousness of *Assessment for Learning* and to enhance their applications of the various *Assessment for Learning* techniques.

As for the second item 'lacks' which demonstrates the current state of learners, it is possible to use self-report and observation (Nation & Macalister, 2010). In the study, the participants were expected to demonstrate whether they carried out the methods of *Assessment for Learning* in their classes with the help of checklist items. Additionally, interviews were also utilised for understanding what techniques they used for this purpose.

The item 'wants' refers to learners' ideas about what they would like to learn further, and interview and questionnaire can be used for revealing the wants (Nation & Macalister, 2010). In the current study, checklist was utilised once more in order to learn their wishes for learning *Assessment for Learning* items.

Nation and Macalister (2010, p. 25) end the part with the following summary: "*Lacks* fit into *present knowledge, Necessities* fit into *required knowledge*, and *Wants* fit into *subjective needs*".

3.6.2. Environment analysis

Environment analysis is the investigation of the elements influencing the course objectives and content, and ways of teaching and assessing, and the three major elements that affect the environment analysis are students, teachers, and situations. As for environment analysis, there is a need to determine significant elements (Nation & Macalister, 2010). The major concern of the research was to investigate the factors that affect foreign language teachers working at state high schools and to prepare an in-service training program on *Assessment for Learning*. For environment analysis, the researcher posed questions to the participants to reveal whether they used ways of *Assessment for Learning* as a part of language courses in their own settings, and if so, it was expected of them to explain how they benefit from these techniques in the classes. Additionally, students and the educational situations were also taken into account in the scope of the research. The participants were the teachers working at state high schools. The participants were selected as the teachers working at the state high schools for the reason that students at these schools were from a similar age group and the group of students was expected to have similar metacognitive levels. Teachers of the private high schools in that city were not included in the research as they had to follow a curriculum developed in their institutions and they also had different sources and time schedules for foreign language courses.

3.6.3. Principles

In this section, in relation to the categories, main objectives of the INSET program are identified, and following this, the content and sequencing of the program are clarified.

3.6.4. Goals, content, and sequencing

A list of objectives was formed for the training program in accordance with five strategies. The goals of the INSET program were:

- to enable teachers to gain a clear understanding of the key concepts and meanings of the strategies:
  - ✓ clarifying and sharing learning intentions and criteria for success
  - ✓ engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding
  - ✓ providing feedback that moves learners forward
  - ✓ activating students as owner of their own learning
  - ✓ activating students as instructional resources for one another
- to express why these strategies are essential for developing students' learning
- to develop teachers' skills how to carry out these strategies efficiently illustrating with a variety of examples
- to which points teachers should be careful in implementing these ways in the classroom
- to enable teachers to think how they can use these ways in their own classes
- to enable teachers to make some preparations on some of these techniques that can be used in their classes

Specific purposes, in conforming with these main objectives, identified for each strategy are presented within the frame of Cognitive Domain that includes *knowledge, comprehension, application, analysis,* and *synthesis* and Affective Domain (see Appendix H). The specific purposes are demonstrated in the Table of Specifications (see Appendix I).

The content and sequencing of the INSET program that were designed depending on these goals specified are presented in Table 3.5, and the detailed explanations can be found in 'Lesson Plans' (see Appendix J).

Table 3.5. *Content of the INSET courses*

Courses
1. **Providing feedback that moves learners forward**
1.1. What is 'feedback'?
1.2. Importance of feedback for learning
1.3. Features of effective feedback
1.4. How to improve the quality of feedback
1.5. Ways of providing effective feedback
1.6. Relationship between 'marking' and 'feedback'
1.7. Problematic examples of feedback
2. **Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding**
2.1. Relationship between 'effective feedback' and 'questions'
2.2. Question types
2.3. Relationship between 'question types' and 'classroom discussion'
2.4. 'Refining Process'
2.5. 'Dialogue'
2.6. 'Waiting Time'
3. **Clarifying and sharing learning intentions and criteria for success**
3.1. What is 'Learning intention'?
3.2. Features of strong learning intentions
3.3. Samples of strong and weak learning intentions
3.4. What is 'Success criteria'?
3.5. Features of strong success criteria
3.6. Samples of strong and weak success criteria
4. **Activating students as the owners of their own Learning**
4.1. What is 'Activating students as the owners of their own learning'?
4.2. Explanations of related concepts
4.3. How to develop students' abilities to assess their own performance
4.4. Effective ways for activating students as the owners of their own learning
4.5. Using online tools for students assessing their own performance
5. **Activating students as instructional resources for one another**
5.1. What is 'Activating students as instructional resources for one another'?
5.2. Explanations of related concepts
5.3. How to develop students' abilities to assess performance of peers
5.4. Effective ways for activating students as instructional resources for one another'
5.5. Using online tools for students assessing performance of peers

3.7. Data Analysis

In the current study, data collection was conducted in two periods. It was aimed to reveal what EFL teachers needed on *Assessment for Learning* as the first step; thus, quantitative data gathered from the checklist and qualitative data of the interviews were analysed in order to determine their needs. The objectives of the second data collection process were to uncover teachers' *Assessment for Learning* implementations and ideas related to the program. In order to achieve these aims, qualitative data analysis was conducted based on the participants' answers for the tasks before and after the courses in terms of their implementations; and, both qualitative and quantitative data collected at the end of each session were analysed regarding their ideas about the INSET program.

3.7.1. Needs analysis

At the beginning, addressing the first and second research questions "What are the *Assessment for Learning* methods used by English language teachers working in the high schools of the Ministry of National Education?" and "What are the needs of the teachers on *Assessment for Learning*?", quantitative data were gathered and analysed. Descriptive statistics were used in presenting the results of the checklist. Tables of numbers and percentages were presented to demonstrate the participants' educational background and teaching and in-service training experiences as well. Also, their answers were given in the same form to show whether they implemented various strategies in their classes.

After the quantitative investigation, qualitative data were gathered through the interviews before the in-service training program. Within the scope of the interviews conducted with the voluntary teachers before developing the in-service program, the aim was to reveal to what extent the participants used these *Assessment for Learning* methods in their classes and what their needs accordingly. These were related to the first and second research questions.

The researcher transcribed the interviews verbatim and prepared them ready for data analysis. As a method of qualitative data analysis in determining English language teachers' lacks and wants related to *Assessment for Learning* strategies, a "start list" of codes already created in a previous study of the related area was used, called "*deductive coding*" (Miles, Huberman & Saldaña, 2014, p.81). A deductive analysis was carried out based on the predetermined categories (Patton, 2002). These categories were found in the study of Heitink et al. (2016) who strived to uncover necessitates of *Assessment for Learning* for implementation, and, as the result of the study, requirements of the *Assessment for Learning* practices were pointed out in four categories that were teacher, student, assessment, and context (Figure 2.2). Due to being closely connected with the categories of teacher and student, assessment was excluded, and the others emphasised in the study of Heitink et al. (2016) were used as the categories in the data analysis of the current study.

For achieving inter-rater reliability, which is defined as more than one person analyse the data and then agreements and disagreements between their reports are examined in order to see their correspondences (Creswell, 2012), the following steps were taken as: (1) the co-rater was informed about the study including *Assessment for Learning* basic principles, research questions, data collection instruments, and procedure in the first

meeting; (2) the co-rater was explained the way of data analysis used by the researcher and trained on how to analyse data according to the categories determined by Heitink et al. (2016) in the second meeting, and in the same meeting, the researcher and the co-rater studied together on some sample parts of the interview; (3) the co-rater analysed 30% of the same data set; and (4) after the co-rater completed the coding of the text, the inter-rater reliability was calculated using Tawney and Gast's formula (1984) as dividing the agreements by the total of agreements and disagreements, then multiplying the result by 100, accordingly, 86% reliability was found between two sets of codes; and, (5) in the last meeting, the researcher and the co-rater discussed the differences between their codes, and they negotiated on these points, and as a consequence, they reached a consensus on 14% dissimilarities in their codes. Thus, inter-rater reliability was established between the researcher and the co-rater.

3.7.2. Evaluation of the program

The INSET program was evaluated in terms of two sides. The first way was the participants' responses that they provided for the same test given before and after the program. The other way was the examination of their perceptions related to the program content.

3.7.2.1. *Results of the tasks before and after the courses*

For the evaluation of the INSET program, item preparation task was designed for the trainings of 'Providing Feedback that Moves Learners forward', 'Engineering Effective Classroom Discussions and Other Learning Tasks that Elicit Evidence of Student Understanding', and 'Clarifying and Sharing Learning Intentions and Criteria for Success' while a task preparation duty was assigned for the trainings of 'Activating Students as Instructional Resources for One Another' and 'Activating Students as Owner of their own Learning'.

The frame prepared for the analysis of the data obtained in the current study was grounded on the list of Andersson and Palm (2017) and Andersson et al. (2017). In the study of Andersson and Palm (2017), the "big ideas" put forward by Wiliam and Thompson (2008) formed the basis for the analysis. Andersson and Palm (2017) and Andersson et al. (2017), also in another study, identified a list of 'formative assessment activities' intended for the implementation in the classroom settings. Similar steps were

followed in the studies of Andersson and Palm (2017) and Andersson et al. (2017). Andersson and Palm (2017), first, described the activities detected in the data collection instruments. Then they divided these activities into the categories of key strategies of Wiliam and Thompson (2008). Both Andersson and Palm (2017) and Andersson et al. (2017) made lists demonstrating the items identified as frequently performed activities in their studies. They decided the rules that these activities were labelled as "new":

- They should not be executed earlier.
- They could be utilised earlier to a smaller extent, and these should be adjusted after the development program.
- They should also be benefitted as a matter of usual classroom implementations.

In the current study, the data of the tasks before and after courses were evaluated in order to display the changes the teachers exhibited just after the in-service courses. For achieving this, the steps followed by Andersson and Palm (2017) were gone through in a similar way. The list prepared for the analysis of the data in the present study was an adaptation of the lists of Andersson and Palm (2017) and Andersson et al. (2017). In the current study, the researcher followed those steps in the following order:

1. Reading all the teachers' answers obtained during these five sessions
2. Looking over the responses at the same time identifying the activities in their answers for the tasks before and after trainings
3. Categorising these activities according to the "big ideas" of Wiliam and Thompson (2008)
4. Accepting the rules decided by Andersson and Palm (2017) and using these rules in analysing the data for identifying the changes demonstrating the impact of the in-service courses:
   - Ideas which were not suggested in the tasks before trainings
   - Ideas which were offered in the tasks before trainings to a smaller extent and also modified following the training course
5. Grouping the responses gathered during the program and calculating the scores for each item in both tasks before and after courses.

3.7.2.2. *Perceptions of teachers related to the training program*

This section includes both quantitative and qualitative data for the purpose of revealing participants' ideas about the points discussed during the courses.

For the quantitative data, three questions were addressed, and the results were demonstrated using Descriptive Statistics. For the first question posed to the teachers *'How do you compare your questions that you prepared before and after the training'*, there were four options '*completely changed', 'changed a lot', 'partially changed',* and *'no change'*; for the second question *'What do you think about Assessment for Learning',* there were four options *'very important', 'quite important', 'important',* and *'not important'*; and, for the third question *'What do you think about the practicality of the techniques in your classes',* there were four options *'very practical', 'practical', 'partial practical',* and *'not practical'.* The percentages of the responses were demonstrated on the pie charts for each question separately.

As for the qualitative data, verbal reports of the the participants were taken as the written form from the Google Documents, and 'start list' of codes was formed depending on previous studies in the literature; thus, '*deductive coding*' (Miles, Huberman & Saldaña, 2014) was performed for the data analysis.

CHAPTER 4

4. FINDINGS

This chapter presents the outcomes of the research in two sections. It introduces, first, *Assessment for Learning* methods used by English language teachers, and following this, their needs of the *Assessment for Learning* methods. Second, it presents the ideas of the teachers who took part in the training courses about the program.

4.1. Needs and Environmental Analysis

This part focuses on the responses of the teachers who voluntarily took part in the current study. First, the answers they provided for the checklist were evaluated. Following this, their replies to the interviews were analysed.

4.1.1. Clarifying and sharing learning intentions and criteria for success

Table 4.1 shows the order of the items of learning intentions and success criteria.

Table 4.1. *Quantitative results of clarifying and sharing learning intentions and criteria for success*

Clarifying and Sharing Learning Intentions and Criteria for Success	N	%
I explain the course objectives to the students.	110	99.1
I enable the students to be aware of what they can learn from the classroom activities.	110	99.1
I enable the students to be aware of what they can learn from homework.	108	97.3
I share my success criteria with the students in a way that they can understand them.	107	96.4
I show some examples of tasks having different qualities.	106	95.5
I inform the students about my expectations for the tasks they will carry out.	105	94.6
The results of determining the students' success that I assess during the course play a crucial role in my planning for the next class.	104	93.7
I ask what students expect from the course when I decide the course objectives.	77	69.4

According to Table 4.1, it was revealed that 99.1% of the teachers reported to make the aims of the course clear for the students and to make it possible for the students to be familiar with the probable outcomes of the classroom practices. Furthermore, 97.3% of the participants set forth to increase the students' consciousness related to the possible results of the homework. Among this group, 96.4% of them stated to share the success criteria with the students clearly, 95.5% to demonstrate sample works with various qualities, 94.6% to notify them about task expectations, and 93.7% to pay attention to students' classroom performance for designing the following courses. As compared to the other items of this strategy, a smaller group of these participants (69.4%) expressed the students' expectations in deciding the objectives of the course.

It can be pointed out that the participants considered fulfilling their responsibilities related to the details above mentioned. Additionally, 61.3% of the participants expressed their demand for having further information on clarifying and sharing learning intentions and criteria for success. They would like to be informed about the issues related to assessment on 'assessment and evaluation', 'objectives', 'determining success level of students', 'exam evaluation', 'students' motivation', and 'students know how to use information appropriately'.

Here, the findings from the teachers' interviews are presented in three categories.

4.1.1.1. *Teacher*

Responses of the teachers to interview questions shed light on the ways they preferred to use for clarifying and sharing learning intentions and criteria for success further. The outcomes showed that among the 10 voluntary participants, except for only P3, all the teachers stated to use the ways to clarify and share learning intentions and criteria for success:

> I inform the students about what the course is about at the beginning by saying what they are going to learn in that class (P1).
>
> At the beginning, I generally have a warm-up for attracting their attention using some materials such as songs, pictures, visual, or audio materials. And in this way, I inform the students about what they are going to learn, and we start the lesson (P2).
>
> An explanation is given at the beginning of each unit. I say the topic that we will deal with during that week, and I clarify where we can use these students (P4).
>
> I inform the students about learning outcomes of each unit at the beginning (P6).
>
> We explain the learning outcomes when we start a unit. For instance, we express when we use "present tense" in daily life. I explain that we use present tense to report the events that always happen (P9).

In response to the question concerning showing various examples of strong and weak tasks to students, the participants put forward the following statements which were not connected to the mentioned issue.

> Your assignment today is to record a video about "what can you explain with the structure we have learnt today" or "how can you express yourself with this structure" (P9).
>
> While assigning project tasks, I choose the topic according to students' interests and skills, and I also accept the topics that they would like to choose themselves. There are assessment criteria for these tasks. For the total 100 points, the criteria include, for instance, 20 points for content, 5 points for having communication with teacher, and so on. They know what

they should care about in doing these tasks, and I hang these criteria on the classroom wall (P2).

We have learned "past simple" tense, your homework is to write what you did last week (P5).

For instance, I give them translation assignments, but unfortunately, they use Google Translation or some other technological tools for this (P1).

For performance assignments, I want students to show me what they have done. I would like to check their work before they hand in their assignments (P7).

It is understood from these explanations how they carried out assignment, homework, project work, or performance tasks, and none of them used sample tasks with different qualities.

Two of the participants, P2 and P7, mentioned how they handled project assignments. It was understood that both pointed out the possibility of staying in communication with the students while they were carrying out their assignments. P2 reported that students might have communication with the teacher about their assignments. As one of the assessment criteria that P2 reported for the assignment was 'communication with teacher' graded as 5 points. This finding suggested that it did not constitute a large portion in the total score; thus, it seems that this teacher, and accordingly the students, did not place importance on looking at the assignments together during different periods; that is another incongruity with the ideas of *Assessment for Learning*. As distinct to a certain extent from P2, P7 was more decisive in following what students did at the same period. P7 also expected them to show their assignment at different intervals, for instance, this teacher wanted to go through their assignments during the break times. These teachers acted in a particular manner varying partially in assigning the same work, and this can be evaluated as varying levels of commitment to *Assessment for Learning*.

4.1.1.2. *Student*

In relation to the category 'student', P3 drew attention to the students' lack of knowledge as a response for this question. "Students may ask why I am learning this" (P8), and "Students can learn when they are graded or evaluated according to criteria" (P10).

One of these teachers also frankly stated their idea that it might not be possible to have success in this explanation even though objectives were identified initially as seen

in the following excerpt: However, unfortunately, we cannot always accomplish these objectives (P9).

Another teacher also reported a problem related to the prepared assignments: "Some students may copy and paste sources on the Internet as a suggestion for preventing this problem" (P2).

The teacher preferred giving assignments prioritising creativity and implementation such as preparing the topic as a presentation and performing it in the class. Similarly, P1 also stated to give students translation assignments but they used online tools for doing this. These problems can be seen as a sign that students may not understand the teacher's expectations from the assignment, they may not be aware of what they can learn from these works, or they may not understand the success criteria very well.

4.1.1.3. *Context*

The teachers strongly depended on the learning objectives determined in the curriculum and they closely followed them. Namely, the effect of 'context' is clearly seen.

> Objectives may not always be in agreement with the real cases in our classes. Due to the lack of my students' basic knowledge of the course, I have to cover the previous content first, and then I teach the issues according to the curriculum. So, this causes some difficulties. Namely, I am not autonomous in my class. I have to fulfil the requirements of the curriculum, but students cannot benefit from this very much. Also, I try to conduct easy exams in order not to be unfair for my students (P3).
> We prepare the curriculum at the beginning, and accordingly, as the group of English language teachers, we decide how to conduct the course together (P5).
> We already have learning outcomes in our plans. I share them with my students (P7).
> Our learning objectives provided under the title of learning outcomes are shared with the students for each unit in their books. We also share the aims of exercises performed in the class and talk with our students about learning outcomes (P8).

Nearly all the participating teachers expressed how to carry out this in their lessons. This result is consistent with the quantitative result of this study. However, when their ways were examined, it was detected that their choices of explaining the learning objectives and success criteria were traditional, and they mostly did not reflect the ideas proposed in the scope of *Assessment for Learning*.

To sum up, although the teachers were aware of the importance of clarifying, sharing, and understanding learning intentions and success criteria, and they tried some

ways to implement these, it is seen that some differences were detected between their ideas and practices. Also, the outcome was that 61.3% of these participants expressed their demand for having further information related to clarifying and sharing learning intentions and success criteria. Thus, this finding may help us to understand why these teachers would like to learn more on this issue.

4.1.2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding

The responses given to the items related to the classroom discussions, question, and learning tasks are demonstrated in Table 4.2.

Table 4.2. *Quantitative results of engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding*

Engineering Effective Classroom Discussions and other Learning Tasks that Elicit Evidence of Student Understanding	N	%
I notice when the students reach the objectives.	110	99.1
I enable the students to speak in class in order to learn their ideas about the issue emphasised during the course.	109	98.2
I pay attention to the performance of the students in classroom activities in order to understand the levels they have achieved.	109	98.2
I ask questions to the students in order to understand the difficulties they have in learning the issue emphasised during the course.	109	98.2
I provide feedback to erroneous statements that the students use during the course.	109	98.2
I enable the students to speak in class in order to understand the levels they have achieved.	108	97.3
I check the homework and tasks that I assign to the student at regular intervals in order to understand the levels they have achieved.	108	97.3
I enable the students to speak in class in order to understand the difficulties they have in learning the issue emphasised during the course.	107	96.4
I consider students' progress when I prepare my instructional plan.	105	94.6
I ask questions to the students in order to learn their ideas about the issue emphasised during the course.	105	94.6
I prepare my instructional plan according to the difficulties they have in learning the issue emphasised during the course.	105	94.6

Table 4.2 demonstrates that nearly all the teachers (99.1%) stated to perceive that students attained the objectives. Following this, a great number of the participants (98.2%) reported to make them speak for learning their ideas, to care about their performance in order to see their current levels, to pose questions for finding out difficulty they have, and to offer feedback for their errors during the course. In this group, 97.3% of the participants expressed their desire to allow them to speak and also control their homework and tasks to be able to see their current success level, and 96.4% let them to speak to understand the difficulty they had during the course. Also, 94.6% reported to

take progress and difficulties they had into account in designing their courses and ask questions to reveal their opinions.

In the light of these findings, it can also be concluded that these teachers carried out their duty successfully in terms of classroom discussions and assignments. Despite these high percentages, more than half of the teachers (55.9%) stated their desire to learn more about this strategy. Mainly their interests were about how to assess students' attainment of the objectives without exams and how to teach according to students' success level, detect their needs better, and increase classroom participation.

There is a list of questions that these teachers reported to use in their classes, as follows: "Why could you not understand this question?", "What will happen next in the text?", "Are you sure?", "Think again?", "Should it be in this way?", and "Is it more precise in that way?"

This section attempts to show the results of the interview related to the second strategy with a special focus on the three categories as seen in the following example. Quantitative data results show that 98.2% of the teachers stated to pose questions in order to reveal the difficulty they had while 94.6% used questioning as a way to learn their opinions.

The following part presents the outcomes of the interviews.

4.1.2.1. *Teacher*

The teachers interviewed in the present study stated to use a 'question and answer' session, as a common way, at the beginning of the lesson in their own classes. P2 began the lesson with questions in order to understand whether the students learned the course subject or not. When the teacher saw blank looks of the students and no answer came from them, they understood that they had difficulty in the course subject. As solutions for this problem, P2 tried to use the ways of simplifying, retelling, explaining in a more interesting way, or having a break and telling again.

Questioning can be used also in another part of the course. For example, P1 reported using question-answer sessions during the listening exercises. The teacher informed students about the listening exercise mentioning its difficulties and made some suggestions for facilitating the task for them such as "you do not need to understand everything that you will hear" and "you need to concentrate on these points". P1 stated that they focused on what students could do. P1 tried to obtain the answers and paid

attention to their reactions. For the cases of students' having difficulty and not providing correct answers, P1 also pointed out some ways to solve this problem such as skipping that question and awaiting reply for another one, reading the text of the conversation from the book. As it can be seen in this example of a listening exercise, P1 aimed to find answers of the closed questions through preparing students for the exercise, trying to make simple the questions by providing some techniques, however, these were all for finding the right answer for a closed question.

To illustrate the ways of teachers' addressing questions, P1 gave an example from a listening activity. In this activity, students listened to the audio recording, and they were expected to respond to the questions. The teachers said when no one would like to give an answer, they understood that the question was challenging for the students and waited a while for the students to find a response. When they could not do this, the teacher chose to pass to another question, or script of the listening text. Also, P2 stated that they asked questions to check whether they understood something or not, and when the students were silent, P2 tried to re-explain the issue in an easier way or preferred changing the topic. Similar to P2, P4 also expressed the silence of the students as a sign and the teacher restated the question using a different explanation. P7 also mentioned the questions that they used for drawing students' attention to their error, such as "are you sure", "think again", "should it be in this way", "when it is used in that way, will it be correct". The focus was on the accuracy of these kinds of instances and students tried to find the right answer instead of thinking further, like P1, P2, and P4. In all these cases, the common point confirmed the idea that teachers used question-answer techniques to see whether students could find out the right answers.

Only one of the interview participants, P6, said to implement a freeze-frame activity, and in this lesson, the students watched a series and P6 suddenly stopped a scene and asked some questions related to this scene. P6 reported to apply this activity to encourage the students to speak in peer work during the lesson. However, P6 acknowledged that this way could not work in the lesson so efficiently. "Generally, we have many speaking activities because it is an English language class. I like peer work. In this way, I assess the classroom discussions, but I cannot say I am able to do this efficiently" (P6).

Although the teacher tried to conduct some pair work practices, they had some problems. This indicates that the teacher needs further practical information on how to

conduct effective pair and group works.

4.1.2.2. *Student*

Proficiency level was revealed as a factor determining the state of the courses with regard to the category of student and the statement of P8 can be an example related to students' proficiency: "Our lessons are really active due to our students' high levels of knowledge" (P8).

4.1.2.3. *Context*

Context is the other category, and it is also possible to see the impact of context in preparing communicative activities in the class as seen in the quotation: "For instance, I prepare watching activities, I suddenly stop suddenly and ask the students related to the next scene and I enable them to communicate with each other in groups" (P6).

Consequently, the results obtained from the interviews pointed out that these teachers used a variety of questions. However, when the questions they reported to address in the classroom were mainly for finding out the correct answer instead of enabling them to think further. Among these teachers, 55.9% would like to learn more related to this strategy. Thus, it can be understood that there was a need to focus on the questions that teachers used in daily classroom practices.

4.1.3. Providing feedback that moves learners forward

In this part, Table 4.3 shows the outcomes of the strategy providing feedback that moves learners forward.

Table 4.3. *Quantitative results of providing feedback that moves learners forward*

Providing Feedback that Moves Learners Forward	N	%
I talk with the students about their progress.	110	99.1
I advise the students on how to develop their weaknesses in using English.	109	98.2
I inform the students about their strengths in using English.	109	98.2
I inform the students about their weaknesses in using English.	108	97.3
I inform the students about what they are doing well on their homework/performance/activities.	107	96.4
I advise the students on how to develop their strengths to a greater degree in using English.	107	96.4
I inform the students about what they are not doing well on their homework/performance/activities.	107	96.4

As shown in Table 4.3, almost all the teachers (99.1%) stated that they had conversations with students about their development. Among these teachers, 98.2% reported to maintain support for students to improve deficiency in their language use, but 96.4% provided suggestions for enhancing their strengths. While 98.2% of the participants told to notify their strengths, 97.3% let their students know their weaknesses. Last, 96.4% disclosed to inform students on good and weak aspects of their works.

In summary, these outcomes pointed out that these participants performed the requirements of providing feedback for the development of students in their classes. Interestingly, 55% of the teachers would like to enhance their knowledge on this strategy, and the issues they expected to learn were 'feedback techniques in performance assessment', 'different ways to provide feedback to students', and 'performance tasks scales'.

The following part presents the findings of the qualitative data on feedback in terms of teacher, student, and context categories.

4.1.3.1. *Teacher*

Among the participants, P1 emphasised the importance of finding out the problematic areas. In the case of P1, a part of the listening class was told, and students had difficulties in listening exercises. As a solution for this, P1 asked students "why did not you understand here?" This is also an open-ended question; however, it is also difficult for the students to give an answer. The students' answers for this question were "I could not understand", "I could not hear", "it is too fast". As for solving this, P1 stated they slowed the speed of speaking. Instead of this, it may be stated that students need to know how to find a way out of this problem.

Another participant P3 stated to provide feedback for the students' correct answers and to take a note for them and they could influence their final grade. However, for the ones who did not have active participation in the class, P3 explained frankly that they were assessed according to their exam results. As understood from these examples, the attitude of teachers can play a determining role in implementing various *Assessment for Learning* strategies efficiently in the classes.

4.1.3.2. *Student*

As a common factor revealed during these interviews, P3 indicated proficiency levels of students by pointing out their students' lower levels of language skills. The teacher stated to use exams and oral statements as feedback and added that exam results were the only way of feedback. In that case, the teacher chose to assess silent ones only with their exam results. P3 also expressed that some students showed the teacher their written works to get feedback, and the teacher stated that they then make some corrections on the sentences and write sample sentences. Another one working with lower-level groups also expressed to use plus/minus 5 points for participation during the course as feedback. On the other hand, P8 who worked in a science high school and had students having high proficiencies stressed the importance of feedback. P8 explained the way of providing feedback in their classes that students checked their exam and quiz papers, indicated their mistakes, and wrote some suggestions; and for their homework and quiz, students were given answer keys. It is understood from these examples that it was common to use exam results as 'feedback' for the students at all proficiency levels.

4.1.3.3. *Context*

It is important to have a classroom environment supporting the interactions among students, and, at this point, feedback provided by the teacher is essential for establishing promising conversations: "I prefer pair and group activities in the class. While they are working together, I walk around the class by controlling their conversations and providing feedback for some cases when needed" (P6).

In summary, these results showed a similarity with the outcomes obtained in the first and second strategies. Again, efforts of the teachers were observed for providing feedback, but there was a need to change and/or adapt some of these ways. At similar rates of the first two strategies, 55% of these teachers would like to improve their knowledge to be able to use feedback more efficiently.

4.1.4. Activating students as owner of their own learning

Table 4.4 demonstrates the participants' answers related to activating students as owners of their own learning.

Table 4.4. *Quantitative results of activating students as owner of their own learning*

Activating Students as owner of their own Learning	N	%
I encourage/support the students to ask questions at the point where they need further explanation.	110	99.1
I enable the students to think about how they can learn best.	108	97.3
I want the students to think about how they are doing on homework/performance/activities they are carrying out.	107	96.4
I create opportunities for the students to think about how they can learn better.	107	96.4
I want my students to show points/sides that they are good in and that they can improve further on homework/performance/activities they are carrying out.	104	93.7
I help the students to plan what the next step in their learning will be.	104	93.7

Table 4.4 indicates that nearly all the teachers (99.1%) expressed support for the students to demand help for additional explanation when they needed it. 97.3% of them stated to make students consider the most suitable ways for their own learning and 96.4% provided chances for them to form opinions on these ways. Also, most of them (96.4%) reported to lead students to think about their work. Furthermore, 93.7% of the participants said they expected students to indicate strong sides/points and the points to be improved more in their own works, and they also would like to assist students to arrange the following steps in their learning.

To sum up, the teachers again expressed high scores referring to their practical implications related to self-assessment in their language classes. For this time, 54.1% of the participants stated to have further information on activating students as the owners of their own learning. They would like to learn more about 'objectivity in self-assessment', 'ways to provide feedback on self-assessment', and 'self-assessment techniques.'

The results of the interviews are given in the next part.

4.1.4.1. *Teacher*

It was a common practice of self-assessment reported by the teachers P1, P8, and P10 in this study to look over the exam questions and worksheets together with the students. However, there was a question mark over whether these students had the required abilities for assessing themselves and whether they were able to specify the learning objectives accordingly. P10 asked for their ideas about the exam results, for instance. Similarly, P8 told students to assess their worksheet with the answer key. However, it should be considered whether students were able to achieve this.

A good practice of self-assessment was explained by P9 with the help of the guided questions on the books. While the student was doing this, we could say that you knew your strengths and weaknesses, and we could provide some suggestions related to how to

improve their weak sides. However, the teacher admitted not to be able to carry out this with all the students but only with a few. The case of P9 shows that although the teacher intended to execute self-assessment in their classes, the teacher had some problems related to its practicality. The reason for this situation may be due to the lack of teachers' knowledge in carrying out self-assessment techniques efficiently.

4.1.5 Activating students as instructional resources for one another

The results obtained under the title of activating students as instructional resources for one another are seen in Table 4.5.

Table 4.5. *Quantitative results of activating students as instructional resources for one another*

Activating Students as Instructional Resources for One Another	N	%
I encourage/support the students to ask questions to each other during the course.	106	95.5
I want the students to indicate good points/sides and points that can be developed more by their peers who are carrying out their tasks/performance/activities.	95	85.6
I teach the students to determine the success of each other in classroom activities.	86	77.5
I support the students to determine the success of each other in their homework/performance/activities.	86	77.5
I teach the students to determine the success of each other in their homework.	73	65.8

The outcomes clearly seen in Table 4.5 indicate that most of the teachers (95.5%) provided support for students to ask questions to each other. Interestingly, a decrease is seen in the rates of other items in this category as compared with the rest in this checklist. 85.6% of the language teachers would like students to assess and show other students' strong sides and the points to be improved further in their works. In the whole group, 77.5% said to teach students how to ascertain their peers' success during the classroom practices and to give assistance for the students to be able to find success for each other. Finally, it is seen in the table that 65.8% of the participants said to teach students how to check their peers' success in their assignments.

These findings may help us to understand that the participants rated the lowest scores for this category and 55.9% of them would like to have further information most in this category compared to the quantitative results obtained from the checklist in the study. The topics coming to the forefront were 'developing peer assessment techniques', 'peer assessment with classroom practice examples', 'techniques for maintaining objectivity in peer assessment', and 'determining success of peers in homework.'

The outcomes of the teachers' interviews are given in the following categories.

4.1.5.1. *Teacher*

Among the group with whom interviews were conducted, four teachers stated explicitly that they did not include peer assessment in their courses. One of these teachers, P2 thought that peer assessment was useful and positive results could be accomplished. However, P2 stated to intend to carry out peer assessment but acknowledged that it did not work well in their classes. As for the reason, they expressed that the students who were more successful did not want to take over the others' responsibility. They generally complained for the reason that it was a one-sided implementation, and the lower achievers could not contribute as much. For this case, it could be seen that peer assessment could not be conducted efficiently; however, there is a wide variety of techniques that can be used in a mixed ability class.

4.1.5.2. *Student*

The most obvious explanation belonged to P1 and the implementation was peers' homework control. P1 expressed the desire to conduct this implementation for many years. Teachers made students check others' homework, and then the teacher also controlled their homework. P1 emphasised that this could not become a habit in the first trial, but the teacher continued to use this method for a few months. While the teacher was controlling their works, they explained how they went over the works, and the teacher expected them to do it in the same way. So, the teacher aimed to develop their skills of assessing peers' work in the way of imitating what the teacher did during homework control. Similarly, P6 also wanted students to check peers' homework as how the teacher did it. However, P6 particularly expressed that they could demand peer assessment from only the students who could gain their trust.

P3, P4, and P5 also stated not to do peer assessment in their classes due to the students' lower levels of language proficiency. However, as highlighted above, peer assessment can be used in various groups of students including lower achievers. Thus, these teachers should have further information about the different types of the practices.

Another group including P8 and P10 said that they used the peers' papers of exams, quizzes, and worksheets and gave papers to each other. Students needed to check and mark peers' papers. However, they did not have much contribution in this way because the role of students here was just to control the peers' papers in the light of an answer key. This way is far from the cooperative learning that is required for peer assessment.

After investigating all these examples, it is of vital importance to call attention to the relative decrease in the quantitative data results of the category "Activating Students as Instructional Resources for One Another" as compared with the outcomes in the other four categories. According to the quantitative data results on this strategy, it was indicated that 55.9% of these participants would like to learn more about peer assessment in this group.

Within this scope, the points specified by the teachers were 'developing peer assessment techniques', 'peer assessment with classroom practice examples', 'techniques for maintaining objectivity in peer assessment', 'determining success of peers in homework', and 'what more a teacher can do for peer assessment'. With this in mind, the qualitative data results were seen to correspond to this decrease in the category. That is, only a few teachers participating in the interview stated to carry out or at least try to do some implementation related to peer assessment. Consequently, all these results pointed out the needs of these teachers to develop their knowledge and practices on peer assessment.

4.1.6. Summary of the findings related to research questions 1 and 2

It can be understood that the participants reported high scores for the five categories above. This can show us that they implemented various techniques in terms of all these strategies of 'Clarifying and sharing learning intentions and criteria for success', 'Engineering effective classroom discussions and other learning tasks', 'Providing feedback that moves learners forward', 'Activating students as instructional resources for one another', and 'Activating students as the owners of their own learning'. In order to understand clearly how they performed these techniques in their classes, in the following part of the research, interviews were conducted in order to examine what these teachers did in their classes in terms of the five strategies. The following results were revealed:

- All the teachers expressed some ways for 'Clarifying and sharing learning intentions and success criteria'.
- In explaining how to conduct tasks, the teachers stated to follow different ways in task completion that were not the same in terms of value given to the communication with teachers.
- In relation to the strategy of 'Engineering effective classroom discussions and other learning tasks', the teachers would like to learn more about how

to assess students' attainment of the objectives without exams and how to teach according to students' success level, detect their needs better, and increase classroom participation.

- A question-answer technique was applied with the purpose of understanding whether students were able to say the correct response.

- Concerning all these strategies, the teachers pointed out students' levels of proficiency as a crucial factor.

- As for the strategy of 'Providing feedback that moves learners forward', it was detected in some cases that teachers exerted more effort than students for maintaining feedback.

- For peer assessment, some of the teachers frankly acknowledged that peer assessment was not a part of their courses while one teacher said to be aware of its importance and try to use it, but that teacher could not be successful in implementing efficiently.

- It was concluded that teachers used some techniques for peer assessment which should be developed and utilised in a well-organised way.

- The teachers reported some problems in relation to self-assessment implementation.

The following figure is a summary of the results depicting the relationship between what the teachers reported to do aimed at implementing *Assessment for Learning* in their classes and to what extent they would like to learn further information on the same issue.
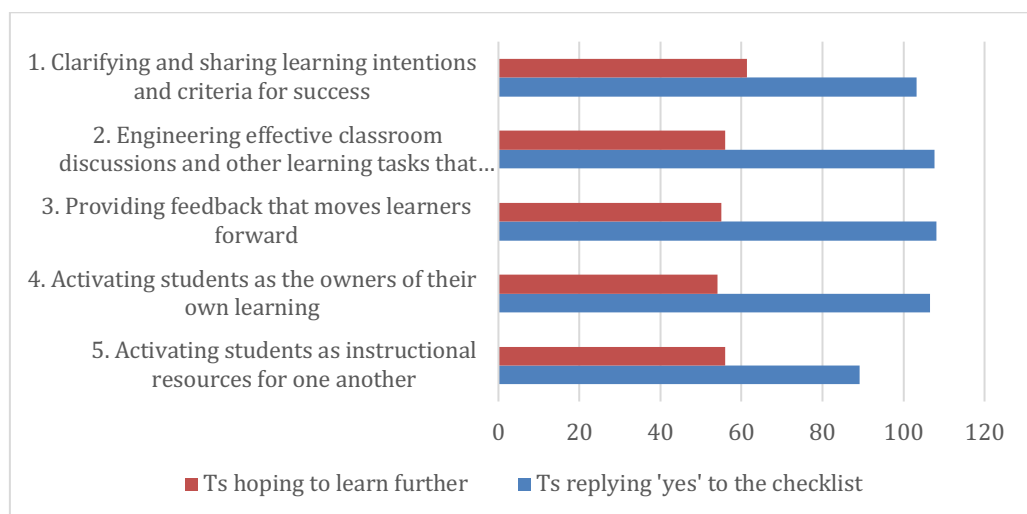
Figure 4.1. *Summary of the quantitative data analyses*

In Figure 4.1, each blue column demonstrates the distribution of arithmetic average of the participants answering, 'yes' to the items in the checklist. Accordingly, there is not a huge difference detected among them. The respondents have generally reported relatively high scores for the items. However, there is a decrease detected in "Activating students as instructional resources for one another" as compared with the others. The interesting result revealed in this figure is that more than half of these participants would like to have further information about these strategies that are shown with red columns. For fulfilling the demand of these teachers, it is essential to examine thoroughly what these teachers do in their classes in terms of practising various *Assessment for Learning* techniques.

Consequently, similar results were also revealed related to both 'Activating students as instructional resources for one another' and 'Activating students as the owner of their own learning'. Although the teachers reported using some ways for implementing self-assessment and peer assessment, they needed to have further information for increasing their practices. While 55.9% of the teachers would like to have further information on peer assessment, 54.1% expected to learn more about self-assessment.

After the identification of the *Assessment for Learning* methods and the needs of the teachers, the results of the data obtained before and after the training courses are presented in the following part.

4.2. Monitoring and Assessment

This section evaluates the outcomes of the tasks before and after courses of the present study. In Table 4.6, the scores obtained from the five training sessions are presented in order to reveal whether the training sessions had an impact on the English language teachers who took part in the in-service courses.

Table 4.6. *Items of evaluating the results of the tasks before and after trainings*

'Assessment for Learning' Activities	Before Training N	After Training N
S1. Clarifying and sharing learning intentions and criteria for success		
1. The teacher identifies general learning intentions.	11	2
2. The teacher makes the learning goals clear by explaining the topic, referring the goals, sharing key words, and examining these words in the context.	0	12
3. The teacher provides samples for getting students to observe strong and weak properties in the texts.	0	6
4. The teacher clarifies the success criteria in general.	10	5
5. The teacher enables students to involve in comprehend these criteria Step by step identifying these criteria.	0	2
S2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding		
1. The teacher provides opportunities for students to express their opinions.	4	19
2. The teacher provides opportunities for students to think further on Specific points.	1	3
3. The teacher gives chances for students to share their ideas before the Whole class discussion.	0	1
S3. Providing feedback that moves learners forward		
4. The teacher points out the strong sides of the student work.	4	6
5. The teacher demonstrates sides to be developed more.	6	7
6. The teacher indicates the weak sides of the student work.	2	1
7. The teacher's comments are unclear and unintelligible.	1	6
8. The teacher prefers suggestions as feedback instead of giving the correct answers directly.	0	9
S4. Activating students as owner of their own learning		
9. The teacher proposes various self-assessment techniques. including 'portfolio', 'self-testing', and so on.	1	7
10. The teacher selects online tools as a way of self-assessment implementation.	0	1
S5. Activating students as instructional resources for one another		
11. The teacher suggests various peer assessment techniques including 'homework help board', 'end-of-topic questions', and so on.	0	7

Table 4.6 indicates that there were differentiations in the replies of the participant teachers for all these courses. When the scores of before and after courses were compared, the highest variations were seen in item 6 related to giving more chances for students to share their opinions, item 2 on clarifying learning goals, and item 12 about providing clear and intelligible feedback. The following part presented the scores of these tasks before and after courses calculated for the responses they provided at the beginning and end of all courses in detail.

4.2.1. Clarifying and sharing learning intentions and criteria for success

In this part, the teachers' responses were checked for the questions "How can you explain this task?", "When you are explaining the task, what else can you address?", and "How can you express success criteria?" The scores obtained as a result of the tasks before and after the training were compared.

It is apparent in Table 4.6 that these teachers attempted to explain learning intentions as reported by 11 participants and success criteria by 12 teachers. However, these efforts remained limited because they appeared as an overview. The differences between the results of the first item before (N=11) and after (N=2) the training and also tasks before (N=10) and after (N=5) training results of the fourth item exhibited that these teachers decided to make some changes in their ways of explaining learning intentions and success criteria after they participated in this session of the training program. What is also striking is that no one mentioned the activities given in the second, third, and fifth items before the training; however, 12 participants reported to benefit from key words, use them in contexts for explaining the goals and topic in a comprehensible way, 6 teachers preferred using samples for demonstrating strong and weak sides in works, and 2 teachers thought to express success criteria in a more detailed way. Table 4.7 presents the differentiations in their responses before and following the training.

Table 4.7. *Comparison of the responses before and after the training clarifying and sharing learning intentions and criteria for success*

	Samples from the Responses before the Training	Samples from the Responses after the Training
P3	Essay writing task	You will be able to argue surely on solutions for disadvantaged people's problems by using step by step approach for first identifying, then giving solid examples and finally finding solutions for those people
P4	I can talk about disadvantaged people	Use words and ask what they mean or be reminded of them. I can address related topics
P5	Let's write an essay on disadvantaged people	Writing and essay about the disadvantaged people's problems and solutions of these problems topic, key words, and examples
P6	Give the topic and explain the main points	Giving examples and explaining the subject writing the advantages and disadvantages
P7	Let's write an essay on disadvantaged people's people. Please write your own ideas on the disadvantaged people's problem. You should write an argumentative essay format	We should identify the goals and share keywords. We should examine the words in the context. We may present good works about the topic.

Table 4.7. (Continue) *Comparison of the responses before and after the training clarifying and sharing learning intentions and criteria for success*

	Samples from the Responses before the Training	Samples from the Responses after the Training
P8	Let's write an essay. It must be argumentative	I can explain by using an outline and giving some sample sentences
P10	-	I give samples about problem solution I address to the problem
P11	Write an essay including solutions for disadvantaged people's problems. You will write the essay at least in three paragraphs. You can search on the net about the subject	Our topic is disadvantaged people's problems. You need to write an essay including solutions for these people's problems. You can benefit from the sample article in our book

While explanations of learning intentions were quite broad (P3, P4, P5, P6, P7, P8, and P11), all these examples were more focused following the training. In the responses after the training, it was easier to understand learning aims because they comprised of referring the goals in samples (P3, P5, and P8), defining key words (P4, P5, and P7), and using these words in context (P5, P7, and P8).

What was also concluded from the results of this section was the change in explanation of success criteria. As a similar manner to the learning intention, the participants chose to express success criteria more detailed after the course, which can be understood from the statements:

- "Be careful to write a topic sentence. Support your topic with arguments and examples. Finish your paragraph with a strong sentence including your topic sentences and your opinion" (P9)
- "Be careful to stick to the topic, to strengthen it with supportive sentences. Be careful about use of language and vocabulary" (P9)
- "Be careful about the integrity of the meaning, vocabulary and punctuation. Conclude with a strong sentence" (P11)

These results indicate that these techniques offered in the course would be helpful for their teaching depending on the changes disclosed in these tasks before and after the training session. Thus, it could be concluded that this training had a beneficial impact on the ways of teachers' explanations of learning intentions and success criteria on the side of *Assessment for Learning*.

4.2.2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding

Here, the aim was to understand what kinds of questions the participants preferred, and whether the question types changed after the training. This was examined with the questions they prepared before and after the training (see Table 4.8).

Table 4.8. *Comparison of the responses before and after the training engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding*

	Samples from the Responses before the Training	Samples from the Responses after the Training
P1	Do you use social media? Do you comment on topics?	What do you think about social media?
P2	How often do you look at your facebook or instagram	What do you think of social media and my relation? What about your parents?
P3	Do you use social media? Which social media tools do you use?	In what purpose do you use your mobile phones? (elicit all the answers in brainstorming) In which different ways can we use social media? In which ways should you write your comment on social media?
P4	-	What do you think about violence on tv? What can be done to prevent violence in the society? What can you say as a motto to raise awareness?
P5	Do you like using social media? How much time do you spend for social media?	Can you explain your ideas about social media? What are the 111oints111e and 111oints111e sides of social media? Which social media tools do you prefer and what is the reason?
P6	Do you have any account in social media apps?	What do you think about social media?
P7	Which age group uses the social media the most?	-
P8	Is the social media necessary for us? Are you addicted to social media? How many hours are you online in social media?	Is social media necessary for our life? What do you think about this?
P9	Do you use social media actively? Which accounts do you have?	-
P10	Can you use a social media organ? Which social media organ do you use the most?	-
P11	How many social media account have you got?	-

Table 4.8. (Continue) *Comparison of the responses before and after the training engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding*

	Samples from the Responses before the Training	Samples from the Responses after the Training
P12	-	What kind of topics in social media are you interested in?
P13	Have you got social media accounts? What's your favourite social media app? How often do you check your social media accounts?	What are the good points of social media? What are the bad points of social media?
P14	How many friends have you got on your social networking sites?	In pairs, think and share the advantages of social media.
P15	-	What do you think about learning processes? Why is this process important? What are the advantages of this activity?
P16	-	What is social media? What do you think about it?

When examining the questions provided before the course, it was seen in Table 4.8 that they were mostly looking for specific answers (P2, P3, P5, P7, P8, P9, P10, P11, P13, and P14). Another common question in the samples above was to investigate whether they agree/perform/think, namely, they were also yes/no types of questions (P1, P3, P5, P6, P8, P9, P10, P11, P12, and P13). When these questions given as the responses before the task were examined, it was revealed that only four responses could give the chance of expressing their ideas for the students while only one enabled them to focus on a point and give further explanation on the issue. There was no question detected among responses before the training indicating that teachers give chances for students, first, to think and share with a peer, then announce their ideas to the rest of the class (see Table 4.8).

However, it can be seen that changes were detected in types of questions, and they did not only use yes/no questions, and they also suggested open structured questions. While only four questions were found out before the task, there were 19 question responses after the task (P1, P2, P3, P4, P5, P6, P8, P12, P13, P15, and P16). It is possible that the teachers could maintain effective classroom discussion using these questions. These teachers expressed three more questions that could also be used for having a successful interaction in the classes (P4 and P15).

Following the first questions, three questions above were asked for students to think further on the specific issue, which can also be an influential way to maintain classroom discussion. There was one more crucial point identified for having successful interaction among the students in the responses after the training, a teacher planned to give a chance

for students to share their opinions with a peer expressed in the following example: "In pairs, think and share the advantages of social media" (P14).

These changes in the teachers' responses before and after the training demonstrate that the training had a positive effect on the teachers' forming questions. Thus, it is possible for these teachers to maintain a successful classroom discussion using these questions.

4.2.3. Providing feedback that moves learners forward

The aim was to understand how the participants provided feedback on students' work, which points they focused on, and what their comments were about. A short student paragraph was given to the participants, and they were expected to give feedback as three items, and Table 4.9 demonstrates the variations in their responses they provided before and after the training.

Table 4.9. *Comparison of the responses before and after the training providing feedback that moves learners forward*

	Samples from the Responses before the Training	Samples from the Responses after the Training
P1	Ordinary No grammar mistakes Satisfactory	-
P2	Grammar is acceptable Vocabulary is enough Sentences are descriptive	-
P3	That's a good essay for a student at your age	You could write longer sentences but still this is also very good In order to tell your feelings, you could add another paragraph
P4	The information mentined above is satisfactory The autobiography is also motivating It needs to be improved regarding the author's first attempts to learn English	You should give more info. about the motivation that drives you to be an English teacher You can also give a tangible explanation about your first English lesson
P5	If you love your teacher, you can learn easier A good teacher involves the students in learning process A good teacher should motivate his -her students	You can add how you can use your knowledge in real life You can add how your teacher makes creative classroom activities
P6	-	You should be organised about what to write and the order of the ideas before you start writing
P7	There are punctuation mistakes.	-
P8	-	This text is quite clear but you can use shorter sentences for the readers
P9	You should be careful about punctiation	While passing a new subject, you should write your text in paragraphs

Two surprising outcomes of this session were related to items 12 and 13 in Table 4.6. When the feedback responses given before the training were investigated, several vague comments were detected and some of them were P1, P2, P3, P4, P5, P7, and P9. As clearly seen in these examples, almost all the responses provided at least one ambiguous feedback for the sample work. During the feedback session, the importance of providing clear and intelligible comments were laid out several times; and the impact of this session could be seen in the answers after the training and there were only a few vague statements among the results after the training.

The other crucial point is that the participants preferred offering suggestions instead of saying the right answer directly which could be observed in the responses provided after the tasks (P3, P4, P5, P6, P8, and P9) while there was no sample found in the answers given before the training. Moreover, slight differences were detected in the way of increasing these comments in items 9 and 10 but decreasing in item 11 (see Table 4.6). Therefore, it can be stated that the teachers tried to be more careful in finding out and commenting on strengths and areas to be developed in the responses after the training.

All in all, in the light of these findings, it can be revealed that several improvements were seen in the ways the teachers suggested for providing feedback after the training ended.

4.2.4. Activating students as owner of their own learning

In order to uncover how these teachers implemented self-assessment in their classes, they were required to prepare a writing task including a self-assessment technique as a part of the curriculum. Their suggestions for the tasks before and after the training were put together, and the changes were detected after the training. The participants' responses are given in Table 4.10.

Table 4.10. *Comparison of the responses before and after the training activating students as owner of their own learning*

	Samples from the Responses before the Training	Samples from the Responses after the Training
P1	No idea	Portfolio preparation
P2	-	Preparing rubrics
P3	Peer correction	Portfolio task
P4	Checklists or questionnaires	Portfolio preparation
P5	Questioning, eliciting other answers	Preparing rubric, self-testing
P6	Using checklist	Rubric preparation

Table 4.10. (Continue) *Comparison of the responses before and after the training activating students as owner of their own learning*

	Samples from the Responses before the Training	Samples from the Responses after the Training
P7	It provides opportunity the students to evaluate themselves	Steps: self-regulation, motivation, and metacognition
P8	Students will determine success criteria	Using wiser
P9	Portfolio	An open-ended question that gets them writing/talking
P10	-	Portfolio task

Table 4.10 implies that the participants had some ideas about self-assessment practices; however, they also had crucial downfalls relating to implementation. For instance, two participants (P4 and P6) pointed to one of the steps, 'using a checklist', students could use it in a way of self-assessment practice. Also, another participant (P8) indicated again only one of the phases that students need in implementing self-assessment. To sum up, depending on the responses provided before the training, although these teachers had some knowledge about the requirements of self-assessment, it did not make up a whole.

However, answers provided after the training showed that the teachers knew various ways of self-assessment. For instance, during the training, 'rubric preparation' and 'portfolio tasks' were elaborated, so, it is not surprising to see them as suggestions after the training as for 'portfolio tasks' (P1, P3, P4, and P10) and 'rubric preparation' (P2, P5, and P6). Also, the participants offered two more ways that they dealt with during the course in the responses after the training, and they were 'self-testing' (P5) and 'wiser' (P5).

Consequently, it can be understood that the teachers learned certain techniques during this course, and they intended to practice them as seen in answers after the training. This shows the influence of the training on the ways that the teachers suggested and followed in terms of the ideas proposed in the scope of *Assessment for Learning*.

To sum up, these outcomes obtained as a result of the training shed light on the valuable impact on the participants' use and preferences of the techniques. As examining and comparing the results of each training score tasks before and after the training, it was clearly seen that this program had a crucial effect on their understanding and awareness of *Assessment for Learning*.

4.2.5. Activating students as instructional resources for one another

In this section, the aim was to display what these teachers suggested as peer assessment activity before and after the course. In accordance with the curriculum, a writing task was assigned for the teachers, and they designed the task as a part of the peer assessment. Their answers were evaluated in terms of the issues recommended in the training (see Table 4.11).

Table 4.11. *Comparison of the responses before and after the training activating students as instructional resources for one another*

	Samples from the Responses before the Training	Samples from the Responses after the Training
P1	-	End of topic questions student reporter
P2	Students will change their paper after they finish writing	-
P4	They will grade their work	All of them if possible Homework board
P5	Share with deskmate and give feedback	-
P6	Share with another pair	-
P7	-	Homework help board Error classification Student reporter
P10	-	Error Classification

As seen in Table 4.11, among the seven teachers offering answers before the task, no appropriate answer was found for using peer assessment. Among these responses, there was an idea reported by four teachers in this group (P2, P4, P5, and P6). However, it is open to question whether students are aware of their duty and to what extent they can achieve to provide feedback in this way. Here, their responses after the training below indicated that there was an increase in the teachers' awareness about the ways that could be used as peer assessment practices (P1, P4, P7, and P10). Although no right answer was provided in responses given before the training, these ideas suggested in answers after the training were all mentioned during the training session. Thus, it can be stated that this training had a beneficial effect on the teachers' preferences for using peer assessment methods for their students.

In the next section, the evaluation of the participants was presented depending on both qualitative and quantitative data analyses. Following the presentation of the general opinions related to *Assessment for Learning*, this part revealed teachers' opinions about their comparison of performances tasks before and after the training, their ideas about the

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practicality of the techniques mentioned during these trainings for their own classes, and the points that they would like to add to the content of the program separately for each subtitle.

4.3. Evaluation

In all these sessions, the teachers were expected to share their opinions about *Assessment for Learning*. They were asked, "What do you think about *Assessment for Learning*?" Figure 4.2 demonstrates their ideas.
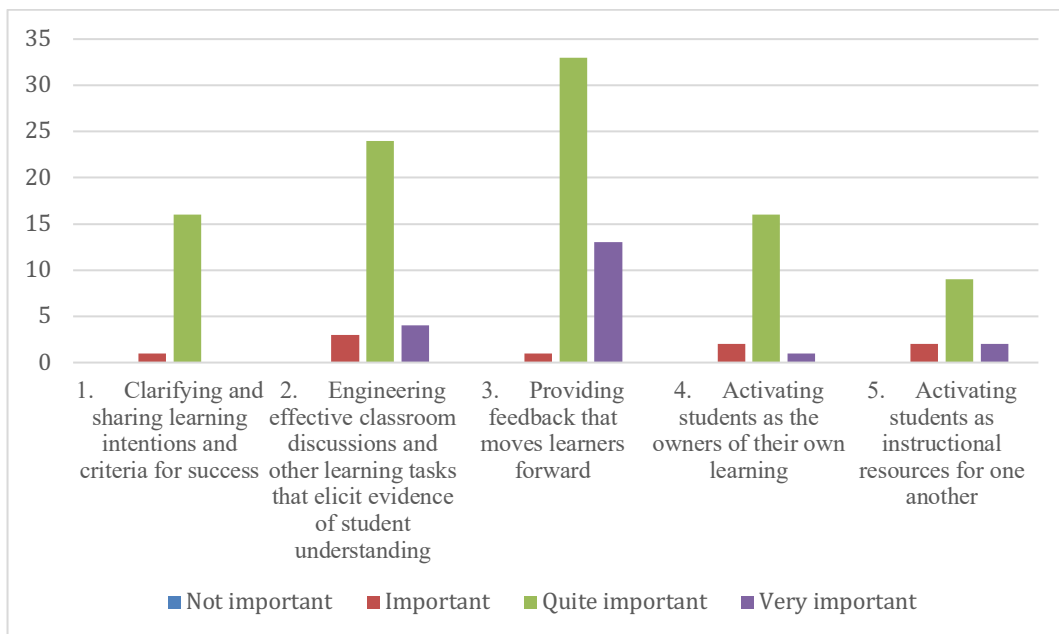
Figure 4.2. *Teachers' ideas related to 'Assessment for Learning'*

As can be understood from Figure 4.2, all the participant teachers agreed on the importance of *Assessment for Learning* in their teaching. Mostly, they considered that *Assessment for Learning* was 'Quite important' first, and following this, 'Very important'. Thus, it can be stated that the teachers were aware of the significance of *Assessment for Learning* for English language teaching.

Figure 4.3 shows INSET participants' ideas related to their own tasks prepared before and after the courses. The scores obtained for all these courses are demonstrated in Figure 4.3.
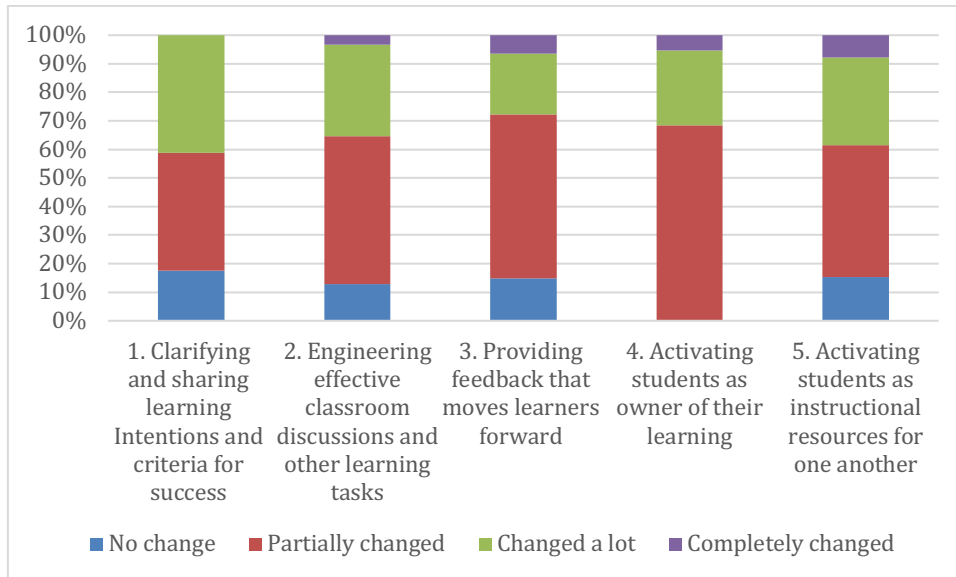
Figure 4.3. *Teachers' ideas related to task they prepared before and after the trainings*

Figure 4.3 shows the responses gathered from each training session. It is seen that teachers mostly reported to change between their first and second drafts, and this shows the impact of courses on their implementations. The changes seen in Figure 4.3 are in varying levels which are mostly in the 'Changed a lot' or 'Partially changed' categories. Thus, it can be concluded from the teachers' ideas suggested at the end of the courses that these courses had an influence on teachers' practical implementation to some extent.

Figure 4.4 demonstrates the teachers' opinions on the practicality of these techniques explained during the INSET and the scores of the strategies are given for these courses.
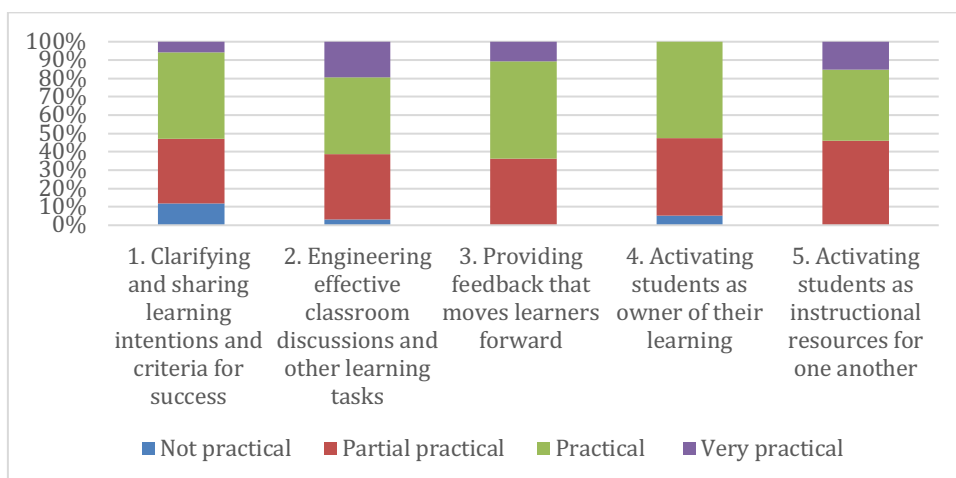
Figure 4.4. *Teachers' ideas related to practicality of the techniques explained during the trainings*

Figure 4.4 reveals the teachers' ideas on the practicality of these techniques. It can be concluded that the participants generally pointed out their practicality in all these sessions. They reported mostly 'Practical' or 'Partial practical' for the techniques addressed during the courses.

The next part includes the details of teachers' ideas related to practicality of the techniques as for each strategy separately in addition to what these teachers thought about their preparations before and after the training.

4.3.1. Clarifying and sharing learning intentions and criteria for success

The participants were requested to answer whether their explanation of learning intentions and criteria for success changed depending on the training they attended or not. From the group, 17 teachers responded to this question (see Figure 4.5).
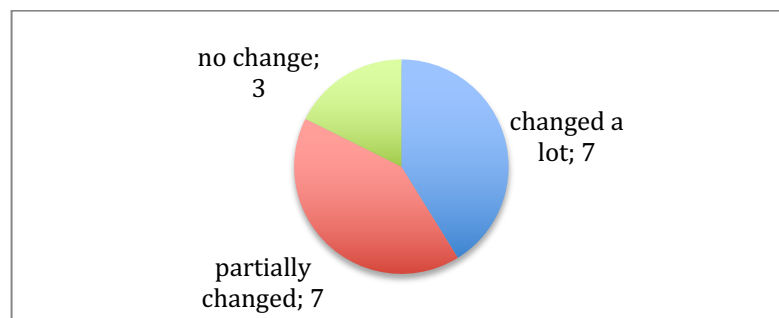
Figure 4.5. *Comparison of the results before and after the training*

It can be clearly seen in Figure 4.5 that seven teachers (41.2%) stated a great variation between their responses before and after the training. Additionally, seven teachers (41.2%) thought this training had a partial effect on their presentation of learning intentions and success criteria as making a comparison between their suggestions before and after the training. In this group, there were three participants (17.6%) who believed there was no difference in their replies before and after the training. Thus, most teachers noticed a change in their responses as a consequence of this training.

There were 17 teachers who answered the question "What do you think about the applicability of these techniques?" after the training.

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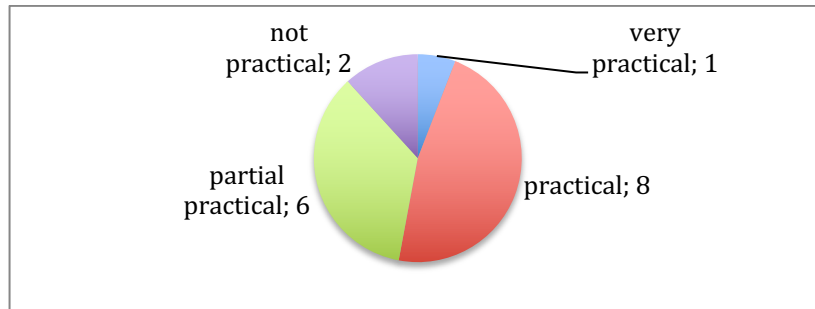
Figure 4.6. *Teachers' ideas related to the practicality of the techniques*

Looking at Figure 4.6, it is apparent that one of the teachers (5.9%) expressed that these ideas offered during the training could be used in their classes very well, and similarly, eight teachers (47.1%) approved the usefulness of these techniques. Furthermore, three participants delivered their opinions about the applicability of these techniques. While two of these teachers thought that these techniques would not be beneficial for their courses, one participant expressed that these were utopic for their students showing their proficiency levels as the reason for this. Additionally, four participants stated their appreciations related to the course content.

4.3.2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding

At the end of the training, the teachers were asked to make a comparison between the questions prepared before and after the training. A total of 31 teachers responded to this item, and Figure 4.7 demonstrates their ideas related to these questions.
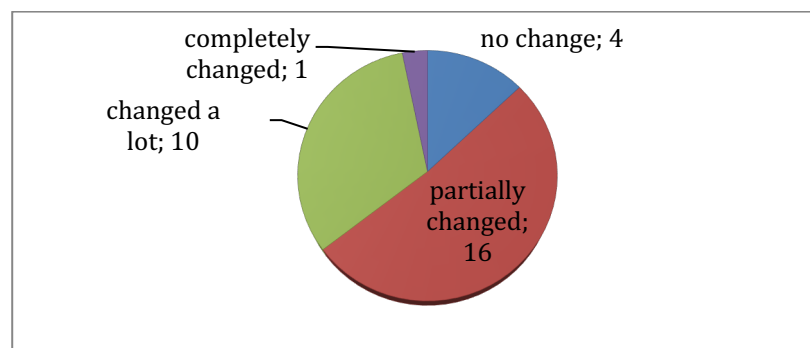
Figure 4.7. *Comparison of the results before and after the training*

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As Figure 4.7 presents, among this group, there was one teacher (3.2%) who expressed a complete change between the questions before and after the training. While 10 teachers (32.3%) thought their questions 'changed a lot', 16 teachers (51.6%) reported 'partially changed'. Only four people in the group said there was no change in their questions at the beginning and end of the training (12.9%). It can be concluded that teachers mostly reported a change between the questions that they prepared before the course and the ones formed after the training.

The teachers were also posed a question for finding out their opinions related to the usefulness of the techniques for their classes. Figure 4.8 summarises their opinions.
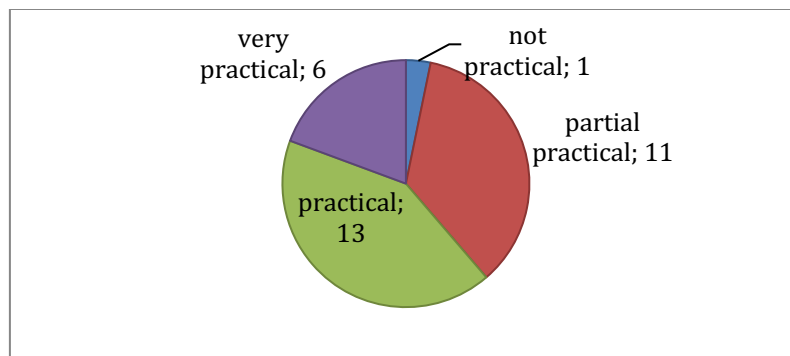
Figure 4.8. *Teachers' ideas related to the practicality of the techniques*

Responding to this question, displayed in Figure 4.8, six teachers (19.4%) believed that these techniques were very practical, and similarly, 13 teachers (41.9%) found them helpful for their teaching. Also, 11 teachers (35.5%) had the idea that these techniques could be used to a certain extent, but only one of them (3.2%) did not think they were beneficial. Thus, nearly all these teachers considered they could practice these techniques in asking questions and managing the classroom discussions accordingly.

A total of 24 teachers replied to the question "What do you think about the applicability of these techniques?" In this group, 17 participants expressed positive answers for the use of these techniques in their classes. The participants who gave negative opinions mostly pointed to the students as the main reason for this, in addition to time issues, and to be more precise,

- lack of proficiency levels (N=2)
- lack of interest (N=2)
- time constraints (N=2)

- lack of eagerness for classroom participation (N=1)
- characteristics of being shy (N=1)

Other than these negative ideas, there were also a few participants who believed that there were particular conditions for these techniques that could be used efficiently. Again, students were detected at the centre of these conditions. Among the group, three teachers indicated students' proficiency levels and three people suggested students' interests as the determiner for success. Also, one other participant approved the effectiveness of the techniques underlining that there should be enough time.

4.3.3. Providing feedback that moves learners forward

The participants were asked to compare their first performance that they commented on for the student essay before the training programme and the second one following the course. The group that responded to this question involved 47 participants, and their opinions related to their first and second performances for the same task were presented in Figure 4.9.
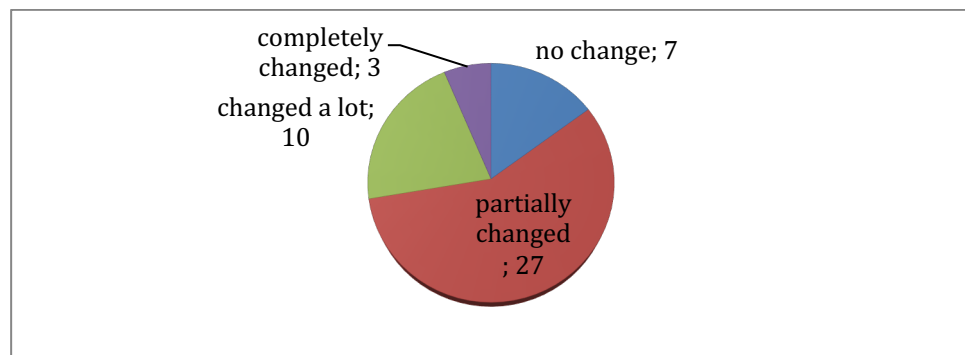
Figure 4.9. *Comparison of the results before and after the training*

It can be seen in Figure 4.9 that three teachers (6.4%) who participated in this session and completed the tasks thought that their ideas 'completely changed' after this course, and 10 participants (21.3%) considered showing a great change between two suggestions. Also, more than half of the group (57.4%) saw a partial difference in their answers for the task responses. Only seven teachers (14.9%) reported 'no change' in their performances at the beginning and at the end.

It was revealed during the interviews conducted for detecting whether teachers had any training about *Assessment for Learning* that some of the teachers used grades as

feedback. As a part of this training, a special question was asked 'How often do you use grades as feedback?'. A total of 59 teachers responded to this question, and three teachers (5.1%) stated to use grades as feedback 'always', and 35 teachers (59.3%) 'often'; thus, more than half of the participants preferred grades for providing feedback in a frequent manner. And only three teachers (5.1%) reported no use of grades with the purpose of giving feedback. Supposing these results as a strong indicator, it was explained how they should benefit from grades for providing feedback in order to have positive results.

The participants were also expected to answer the question "What do you think about the practicality of the techniques in your classes?"
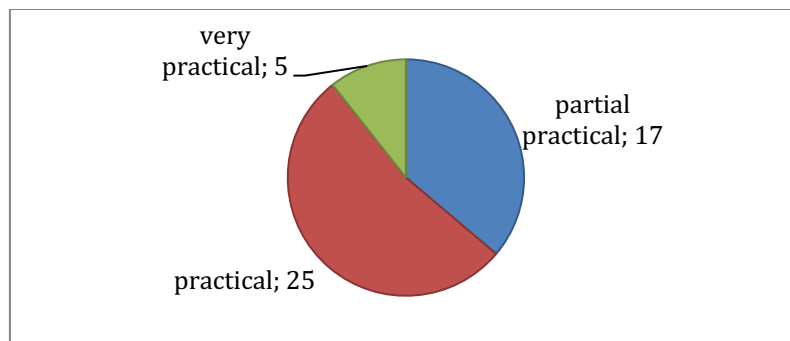
Figure 4.10. *Teachers' ideas related to the practicality of the techniques*

Figure 4.10 shows the participant teachers' opinions about the practicality of the techniques mentioned in this training. In this group, five teachers (10.6%) believed these techniques were 'very practical', 25 teachers (53.2%) thought to be 'practical', and 17 (36.2%) 'partially practical'. There was no participant who thought they were impractical techniques for their own classroom environments. Also, they were asked to further explain this question verbally.

Among the 33 participants, 25 reported positive ideas about usability of these techniques for their own classes. The others who did not believe that these techniques were appropriate for their students put forward some reasons. These reasons were as follows:

- lack of students' proficiency levels (N=5)
- crowded classes (N=4)
- time constraints (N=3)
- problems of students' attendance and motivation (N=2)

As the last step, the participants proposed some suggestions for adding to the program or omitting from the content. A total of 20 teachers expressed their appreciation for the training program. Although there was a video at the beginning of this training, two teachers offered to add some videos. Moreover, one teacher believed that there should be something for increasing students' participation in providing feedback. Also, one more suggestion was to include other examples from a real classroom environment that was thought to have probably more lasting impact and be more informative.

4.3.4. Activating students as owner of their learning

The teachers were posed questions after they participated in this course. The participants stated their opinions about the tasks they prepared before they listened to the speaker and followed the training. A group of 19 teachers returned to the question "How do you compare your task that you prepared before and after the training?" (Figure 4.11).
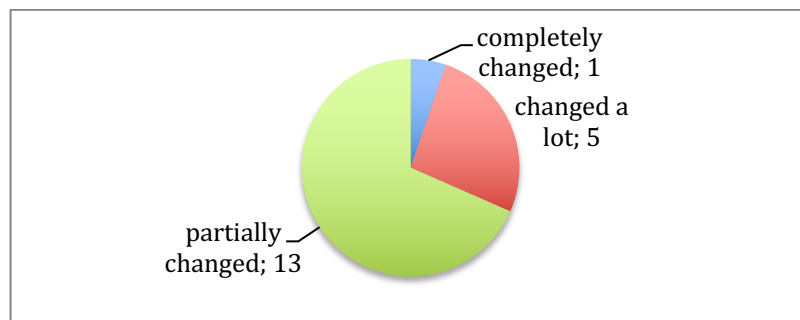
Figure 4.11. *Comparison of the results before and after the training*

As demonstrated in Figure 4.11, one of the teachers stated a great change in their task just following the training. A group consisting of five teachers (26.3%) thought to change their first task preparation a lot in the form prepared after the training. Also, the biggest group for this section including 13 teachers (68.4%) reported a partial change between two forms of their tasks. There was not any individual who gave the answer 'no change' to this question.

In their responses to the question what they think about the practicality of techniques mentioned in this training for their classes, except for one participant, all the teachers considered there to be a beneficial effect of these techniques on their courses (see Figure 4.12).
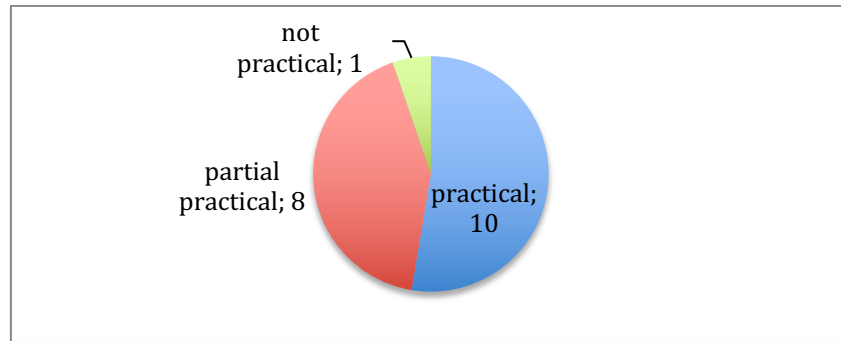
Figure 4.12. *Teachers' ideas related to the practicality of the techniques*

It can be seen from the data in Figure 4.12, 10 teachers (52.6%) stated that they were practical while eight of them (42.1%) identified them as 'partially practical'. From this group, five participants further expressed their opinions about the practicality of these techniques. Among them, three participants believed that these techniques would improve their students' performances in a positive way, but one of them thought that it was difficult to implement those techniques showing the students' low level of proficiency as the reason. All the participants explaining their ideas were pleased with the course content. As only one suggestion was that it could include more practical techniques.

4.3.5. Activating students as instructional resources for one another

The last training was on 'Activating Students as Instructional Resources for One Another'. A total of 13 participants presented opinions for the question on their task preparation before and after the training (Figure 4.13).
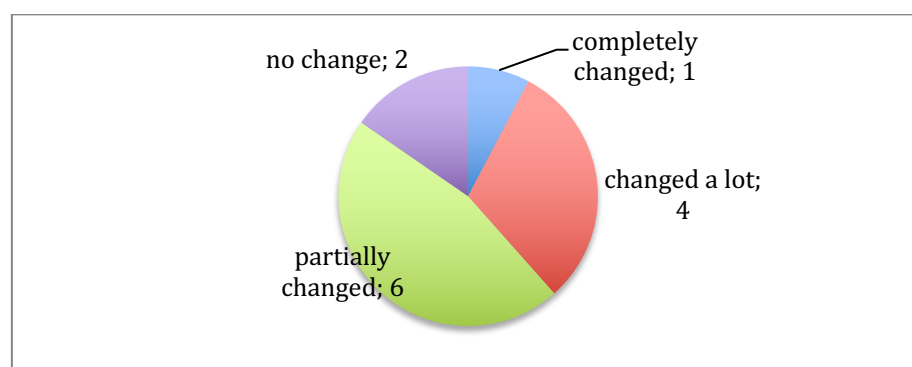
Figure 4.13. *Comparison of the results before and after the training*

Figure 4.13 reveals that one of the participants (7.7%) pointed out a complete change by comparing the tasks that they designed before and just following the program. Also, four teachers (30.8%) reported a lot of differences in their pre and post tasks, and six teachers (46.2%) said to have a partial change between their two tasks. Only two participants thought there was no change between their responses before and after the training.

It was concluded that the teachers were aware of new techniques mentioned during this training, and Figure 4.14 supports these outcomes.
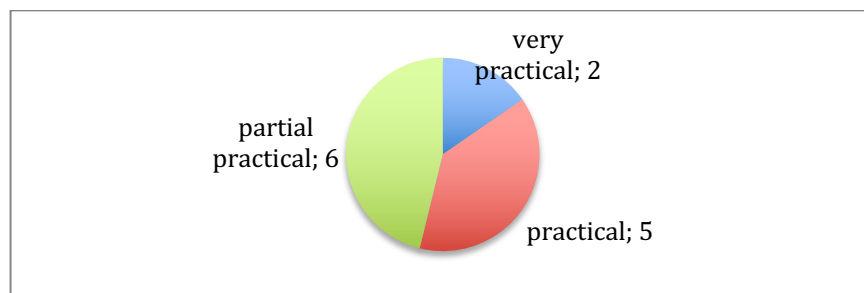
Figure 4.14. *Teachers' ideas related to the practicality of the techniques*

When their ideas about the suitability of these techniques for their own classes were examined, as shown in Figure 4.14, all the teachers thought these techniques were appropriate, but they rated them at varying levels. Among this group, two people (15.4%) indicated them as 'very practical', five of them (38.5%) 'practical', and finally, six teachers (46.2%) 'partially practical'. Also, four participants expressed their opinions further and all of them approved the usefulness of the techniques discussed during the course. One of these participants, however, emphasised the crucial point of students' attitudes for each other and added that may cause negative outcomes. Finally, three more teachers showed their appreciation with the training.

4.4. Summary of the Findings

The results of the current research are given in main points (see Appendix K) and presents the summary of all the findings gathered with the purpose of identifying English language teachers' needs including their necessities, lacks, and wants related to *Assessment for Learning* in the present study. It is possible to see in this table two main parts which are 'Results of the Data Gathered Before the Training' and 'Results of the Data Gathered Before the Training'. The first part includes three sections which are the

interview responses, checklist results, and task responses before the courses, and the second part consisting of the responses after the courses, questionnaire results for comparison of their first and second tasks, and questionnaire results for the ideas about the practicality of the techniques. The teachers pointed out high scores for the checklist items that change between 'Providing feedback that moves learners forward' (M=108,1) and 'Activating students as instructional resources for one another' (M=89,2). At the same time, more than half of these teachers responding to the checklist reported their desire to learn more related to all these strategies. When the responses for the interviews and tasks were evaluated together, the following points were concluded:

- *Clarifying and sharing learning intentions and criteria for success:* It is seen that teachers tried to use various ways for explaining learning intentions and success criteria as seen in the responses of interview and before task and these were general statements. However, these teachers preferred clear explanations for learning intentions and success criteria which were clearly seen in task responses following the training. To illustrate this, they benefitted from samples, key words, and words in context, and more definite steps to be followed.

- *Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding:* According to the responses for the interview, the ways teachers selected regarding communication differed in finalising the tasks. It is clear from both interview and before task responses that teachers used question-answer techniques in order to see whether students could say the right answer or not. However, their questions changed following the course, and they also preferred questions for learning their ideas and making them think further on the issue.

- *Providing feedback that moves learners forward:* It is possible to see the efforts of teachers for providing feedback depending on interview and task responses before the course. Following the course, their statements became clear as compared with the ones suggested before the training and interview.

- *Activating students as the owners of their own learning:* The teachers suggested some ways for using self-assessment, however, some problems

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were detected in their responses. After the course, they offerred specific techniques mentioned during the course.

- *Activating students as instructional resources for one another:* Peer assessment was revealed as the least preferred one among these five key strategies for this participant group, but their responses for the task at the end of the course were important to see the differences in their suggestions.

This summary demonstrates that the teachers generally thought their task responses either 'Changed a lot' or 'Partially changed' as for the comparison of the task responses they prepared before and after these courses. It is also seen that most of them found these *Assessment for Learning* techniques either 'Practical' or 'Partial practical'.

CHAPTER 5

5. DISCUSSION AND CONCLUSION

This section provides the summary of the results of the present study and discusses the results critically in relation to the findings of other studies. It also puts forward implications for the implementations in the real classroom environment and suggestions for the further studies.

5.1. Discussions of the Findings

This study aimed to reveal the needs, in terms of necessities, lacks, and wants, of teachers working in state high schools as English language teachers. For achieving this, teachers were sent a checklist including the items related to *Assessment for Learning* to detect whether they included these items as implementations of *Assessment for Learning* in their language classes. As the next step, interviews were held with a group of teachers who had also responded to this checklist to examine how they used *Assessment for Learning* strategies and to what extent they were coherent with the principles of *Assessment for Learning*. This section begins with the presentation and discussion of these findings with reference to previous studies in the related literature.

5.1.1. Needs of the English language teachers

This study aimed to contribute to this growing area of research by exploring the *Assessment for Learning* needs of EFL teachers working in state high schools in Afyonkarahisar, Turkey. Prior studies have noted the attention given to *Assessment for Learning* in English language teaching contexts in various parts of the world (Lee, 2007; Lee, 2011; Lee & Coniam, 2013; Retnaningsih, 2013; Sardareh & Saad, 2013; Mak & Lee, 2014; Sardareh et al., 2014; Huang, 2015; Cindrić & Pavić, 2017; Nasr et al., 2018; Umar, 2018; Nasr et al., 2019; Xu & Harfitt, 2019; Ghaffar et al., 2020; Lu & Mustapha, 2020; Nasr et al., 2020; Vattøy, 2020). However, Öz (2014) stated that *Assessment for Learning* did not attract attention in the Turkish setting; and recently, a big difference about the studies of *Assessment for Learning* has not been detected in the Turkish EFL setting. In the current study, according to the results of the checklist, the teachers reported very scores with reference to these five strategies of *Assessment for Learning*, which were one of the major issues of this study. This finding, while preliminary, suggests that these

teachers used *Assessment for Learning* techniques to a great extent. However, this result was not very encouraging for the reason that in a part of the same checklist, the teachers were also asked whether they would like to learn more on these strategies. A striking result to emerge from the data was that more than half of these teachers replying to the checklist items hoped to learn more on *Assessment for Learning* for all these strategies. Although the participants rated high scores for the items that implied these teachers' practices *Assessment for Learning* strategies in their classes, they had the expectation of learning more about these strategies. These findings may be interpreted as the teachers thought to practise these strategies, but at the same time, they also expect to learn more. These contradictory findings also indicated the needs for further investigation on what they really did in their classes with relation to *Assessment for Learning*. This contradictory result has been arrived at a conclusion in the prior studies (Li, 2013; Crusan et al., 2016; Kır, 2020; Wu et al., 2021). As a more striking result, Li (2013) studied the relationship between teachers' beliefs and implementations in an EFL context, and accordingly, "no strict one-to-one correspondence" (p.175) was revealed as the outcome of the study, and it was thought to be a multifaceted issue. According to the results obtained in the study of Crusan et al. (2016), teachers defined themselves as capable assessors at the same time they declared their deficiency in self-reliance on assessment skills; thus, the data based on teachers' statements might not reflect their real assessment knowledge due to the influence of social desirability. In the study conducted in the Turkish EFL context, Kır (2020) investigated whether there was a consistency between teachers' expressions of their beliefs and classroom implementations on oral corrective feedback, and a contradiction was detected between their beliefs and implementations as the result of this study. In a more recent study, Wu et al. (2021) yielded a disagreement between EFL teachers' utterances related to their *Assessment for Learning* implementations and the values these teachers attributed to these strategies. All in all, a possible explanation for this might be to increase the social desirability of the language teachers; and hence, the need for further investigation emerged in the scope of this research.

In the following part, these findings are clarified with the data gathered following this first stage and discussed with the outcomes of the other studies for each strategy of *Assessment for Learning* respectively.

5.1.1.1. *Clarifying and sharing learning intentions and criteria for success*

Concerning the strategy of 'Clarifying and sharing learning intentions and criteria for success', all the items had a score above 90% except for the last item that was 69.4%. Starting with the last item, which was related to learning students' expectations related to the course in making decisions for the aims, it is not surprising that EFL teachers rated relatively lower scores for this item considering the teacher-oriented settings in Turkey. This result of the study is consistent with the outcomes of the study Nasr et al. (2019). According to Nasr et al. (2019), students were not a part of the decision-making process related to learning objectives. The teachers in the current study showed a strong inclination to follow the learning objectives determined in the curriculum rigidly, which may make it difficult for them to take account of students' expectations. This outcome is also supported by the findings gathered in the study of Nasr et al. (2019) who revealed that teachers did not execute *Assessment for Learning* practices showing the rigid curriculum implementation as a reason. The results of Crichton and McDaid (2015) may be the most probable explanation of this situation since 'Success Criteria' was not thought as the first concern for the teachers on account of the lack of time issue, and the teachers preferring to give time for teaching content rather than the explanation of both 'Learning Intentions' and 'Success Criteria'. Thus, the primary purposes of teachers will probably shape their lessons.

In relation to this strategy, once more, checklist results indicated that nearly all teachers (99.1%) declared to explain the learning objectives to their students. However, the explanations of 'wallpaper objectives' should be noted at this point explained by Wiliam (2011b), and teachers should ensure that students are able to comprehend the objectives. This shows the value of improvement of intention with the students. Instead of only explaining once, teachers are suggested to develop intentions together with students. In this way, they are expected to share more of these intentions and to perform accordingly (Wiliam, 2011b). Similarly, Lee (2007) put forward that broad criteria may possibly not be enough for students to understand the learning objectives appropriately. Thus, the role of teachers is crucial at this point, and they should strive to carry out the *Assessment for Learning* principles in their classes.

As the result of the current study, a disparity was detected between the teachers' checklist and the interview responses for proper implementation of *Assessment for Learning*. According to the checklist response, 95.5% of these teachers disclosed sample

tasks of different qualities; however, no one expressed this implementation in response to the interview questions. This difference can be explained with the teachers' promising ideas that might not be brought to their classrooms. One possible reason for this may be the inadequacy of teachers to know or choose the appropriate techniques. In the study of Deneen et al. (2019), the teachers emphasised the value of FA, but they also expressed that they did not have sufficient competency for implementing FA. As a suggestion, researchers recommended in-service support for this problem of the teachers. Similarly, Critchton and McDaid (2015) also concluded the teachers' agreement on the use of 'Learning Intentions' and 'Success Criteria' but at the same time saw inconsistency in their understanding on these strategies, probably due to deficiency in confidence and support.

Overall, these findings indicated that the teachers were conscious of 'Clarifying and sharing learning intentions and criteria for success' strategy, and they had some practices related to these techniques. However, it was also necessary to expand their understanding of *Assessment for Learning.*

5.1.1.2. *Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding*

In relation to the strategy of 'Engineering effective classroom discussion, activities, and tasks', a great number of the participants (97.3%) controlled students' works at regular intervals. Interestingly, in explaining how to conduct tasks, the teachers stated that they followed different ways in task completion that were not the same in terms of value given to the communication with teachers. Looking at two teachers' responses, while one of these teachers seemed decisive in maintaining the communication during the task completion, the other one only said to give 5 points to the students who communicated with the teacher that did not account for a great value. Comparing these two results, it can be seen that the degree of communication between teacher and students may vary in practice despite the teacher's expectation of having an interaction process. These results suggest that it is necessary to increase the teachers' awareness for utilising various ways to encourage students to keep in touch with teachers, thus, they can check the learning tasks more frequently.

Regarding the questioning, the point revealed as a consequence of the checklist analyses was that the majority of the teachers (98.2%) posed questions to the students to

see the problems they had during the lesson and to learn their ideas about the course content (94.6%). However, a distinction was detected with these results of the checklist and the examples of questions provided during the interviews. A significant outcome revealed from the interview that these teachers preferred a question-answer technique to check whether students could say a particular right response or only yes-or-no responses. This finding is in harmony with the earlier findings of Lee (2007), and Sardareh and Saad (2013). In the study of Lee (2007), teachers used feedback generally for the summative purposes instead of *Assessment for Learning.* Sardareh and Saad (2013) found that teachers expected a single correct answer despite posing open structured questions. The reason for this situation can be explained with the idea put forward by Wiliam (2011b) that it is required to form questions that indicate their understanding. Wiliam (2005) also expresses that using questions is a way to open students' understanding that reflects their learning. However, in the current study, it seems that these teachers did not use questions with this purpose such as "Why could you not understand this question?", "Are you sure?", or "Think again?"

These were all traditional ways for classroom talk and it is not easy for students to think further in this way. These results of the current study corroborate the outcomes of the previous studies of Sardareh and Saad (2013) and Sardareh et al. (2014). In a very similar way, Sardareh and Saad (2013) investigated teachers' classroom questioning with regards to *Assessment for Learning* and revealed their awareness on the value of classroom questioning; however, it was concluded that these teachers attempted to get a specific answer. Similarly, the results of the study conducted by Sardareh et al. (2014) pointed out the use of traditional techniques in questioning during the courses. A possible explanation for this result of the present study might be the outcomes revealed by Nasr et al. (2019) as 'insufficient interaction' (p.20). In the context of high school, Nasr et al. (2019) pointed out that some teachers may have difficulty in fostering interaction among students with each other and with the teacher as well. Thus, the lack of appropriate interaction could hinder effective classroom talk.

The outcomes of the study also yielded the points they would like to learn further, such as how to assess students' attainment of the objectives without exams and how to teach according to students' success level, detect their needs better, and increase classroom participation. All these results can be interpreted as these teachers' needs for developing their knowledge of *Assessment for Learning*.

5.1.1.3. *Providing feedback that moves learners forward*

For the strategy of 'Providing feedback that moves learners forward', these teachers reported high levels for all the items which were all above 90 percent. As similar to the other strategies, more than half of the participants (55%) would like to learn further about this strategy. When providing feedback, it is also essential to promote students' thinking (Marshall & Wiliam, 2006). There are some differences detected between the questions and statements suggested by Marshall and Wiliam (2006) and used by the teachers in the current study as seen in Table 5.1.

Table 5.1. *Comparison between the questions and statements*

Questions and statements suggested by Marshall and Wiliam (2006, p. 13)	Questions and statements used by the participants in the current study
Why do you think this?	Why did not you understand …?
Could you explain this further?	OK! Good! It is in our objectives, go on in this way!
What about …?	
Tell me more about…	Well Done!
I need more description to help me understand this	According to your exam results, you have to study on …

When Table 5.1 is examined, it can be clearly seen that responses of the interviews are directed for elaborating students' consideration. For instance, "Well Done" and "OK! Good! It is in our objectives, go on in this way" demonstrate the teachers' pleasure with their performance but they do not promote their thinking much. On the one hand, "Well Done" gives the message that this is the performance/answer I expect from you. On the other hand, "What about …?", "Tell me more about…", and "Could you explain this further?" imply that you have already done something and you should also add something more to the guided way. Also, and an interesting question is "Why did not you understand …?" It is not easy for students to reply to this question. For example, the teacher reported asking this question to a student related to a listening question, and the student could say "I could not understand because they talked too fast." Thus, it is not very probable to promote students' thinking with this question.

Marshall and Wiliam (2006) also offer a list of advice related to content and style of the students' performance. Table 5.2 compares what these researchers suggest and what the teachers in the present study reported to do in their classes.

Table 5.2. *Comparison between the questions and statements*

Questions and statements suggested by Marshall and Wiliam (2006, p. 15)	Questions and statements used by the participants in the current study
I need you tell me more about what he looked like	You have a lack in … and you should be careful in ….
How did this make her feel?	Good!
I am not clear what you are trying to say here	I repeat the correct forms of their incorrect utterances.
How else might you put that?	Prepare a video record using the structure we have learnt today. What can you say? How can you express your ideas?
Yes, I see what you mean	
You've put that really well	

When these questions and statements are looked into, there are some variations again. Assuming that "I need you tell me more about what he looked like" and "Prepare a video record using the structure we have learnt today. What can you say? How can you express your ideas?" are the assignment topics, the first one focuses students to a point and explains what they are expected to do in the scope of this assignment clearly. However, the second one is too general, and it may not be motivating students so much. For instance, the teacher wanted students to record what they generally do in their daily lives as they have just learnt "present simple tense." As compared to the sentences "Yes, I see what you mean" and "You've put that really well" with "Good!", the first two statements are informative and they show their good performance in specific points, however, the last one is a sign of a general approval of the teacher. Moreover, these two sentences "I am not clear what you are trying to say here" and "I repeat the correct forms of their incorrect utterances" are also different in terms of clarity. One possible reason can be teachers' beliefs on feedback which was studied by Vattøy (2020). Vattøy (2020) concluded that half of the teachers considered *Assessment for Learning* practices as difficult due to the pressure of exams and grading because exams and grading are also important factors in the Turkish educational setting. For this situation, Vattøy (2020) suggested two crucial points necessary for teachers' *'time'* and *'confidence'*. Therefore, it can be suggested to provide time and confidence for teachers to have better results in *Assessment for Learning* implementations.

Considering written feedback, for concentrating on their needs as a result of feedback, students can be motivated to form better works. At this point, the aim should be that students can take a step further in their works and this can be done by showing them their strong and weak sides in the assignments and then to give suggestions for their needs depending on these critical points in the works (Black et al., 2003). In the present

study, one teacher stated to provide feedback in a similar way that Black et al. (2003) pointed. Although this teacher assigned homework, then checked their work with each student individually in order to indicate their weak areas and how to improve, the teacher admitted not to prefer giving homework too often due to the fear of not providing this feedback all the time. This implies that the teacher was aware of the importance of providing feedback in this way, but that the problem was that they did not know how to conduct it practically. Similarly, another teacher put into words that they sometimes tried to provide feedback for written tasks. Thus, it is understood that it is not always possible to do this. Herein, a critical question is addressed to teachers stated by Wiliam (2018) as "Are you working harder than your students?" (p.64). The participants' explanations to this question are as follows:

> I give homework not very often. For these works, I control each one with the owner of that work one by one and I correct the mistakes. I try to show how it should be and what the student should do for that work (P6).
>
> As this is a vocational high school, the students are not conscious very much; thus, I have to provide this based on their grades. I prepare classroom participation lists, and I use plus/minus 5 points that will affect their grades. I also check their notebooks. I try to get their attention to the lesson in this way (P5).
>
> I can provide feedback directly to the students, who answer correctly, or I record these, extra points are collected and added to the general grades. Also, students can show their written works and expect to get feedback. I also provide comments for these works and I suggest something such as it will be better in this way, and I write some examples for them to help while preparing their works. My feedback is these (P3).

Therefore, it is understood that these teachers sometimes put too much effort in providing feedback. Wiliam (2018) suggests that they can keep an eye on the feedback they provide in a day, and further offers: (1) the feedback should be provided for achieving the enhancing students' intelligence, (2) praise should be reasonable, and (3) scaffolding should be preferred, for instance, students' graded papers can be given back to the students for finding out their mistakes and trying to correct them. Thus, these techniques can be solutions for the problems reported by the teachers.

5.1.1.4. *Activating students as owners of their own learning*

The teachers rated high scores as responding to the checklist items of the strategy 'Activating students as owners of their own learning', and they changed between 99.1% and 93.7%. These outcomes indicate a contradiction with the findings yielded by Öz

(2014). Öz (2014) studied with a group of English language teachers including high school teachers and detected 'self-assessment' as being used rarely. According to the results of the study of Öz (2014), a great number of Turkish EFL teachers preferred traditional techniques for assessment instead of FA techniques and one of them was self-assessment. In the current study, nearly half of the participants (54.1%) reported their desire to increase their knowledge on *Assessment for Learning*. More interestingly, the results of the qualitative data from the interviews demonstrated that these teachers encountered some problems in executing self-assessment techniques. These results obtained from the same group indicated the requirement of providing further information on the issue of *Assessment for Learning.*

Among these teachers, the most striking example may be the case where the teacher explained that they used a test at the beginning of a unit in order to see whether they have already obtained the learning outcomes or not. The teacher stated that they followed this before giving a grade for the students and they clearly expressed that this was conducted for them to see their current levels. This example can be thought consistent with one of the suggestions of Wiliam (2018) on 'Self-Testing'. It is advised for teachers to support learners to check themselves, for instance with tests, but while doing this, there should not be an obligation for them to share their results (Wiliam, 2018). However, P6 again responded to the question about whether they had any implementation on self-assessment as "no". Thus, it can be understood that the teacher did not consider the test implementation at the beginning of a unit as a way of self-assessment.

5.1.1.5. *Activating students as learning resources for one another*

As all the answers given for the checklist were examined, it was concluded that 'Activating students as instructional resources for one another' had the lowest percentages in all these strategies. The highest percentage was 95.5% corresponding to teachers' support for students to ask questions for others while the lowest one was 65.8% for teaching students' how to make a decision about other students' works. Some teachers reported that they could not use peer assessment in their courses. These results show similarities with the outcomes of previous studies. Lee and Coniam (2013) investigated the *Assessment for Learning* in writing class and concluded that teachers had problems in including students in peer assessment in a continuous way. As a suggestion for this, Lee

and Coniam (2013) offered the necessity of teacher education for enhancing their assessment literacy of *Assessment for Learning*.

In the current study, one of these teachers underlined its value but could not use these techniques in a well-organised way. The reason for this situation can be explained as identified by one constraint by Xu and Harfitt (2019), which is to provide fewer opportunities for engaging students in assessment. In their study, a peer assessment was given as an example, and it was shown to necessitate training for students to be able to assess their pairs' work efficiently and this was thought to take a long time (Xu & Harfitt, 2019). It can therefore be assumed that students in these teachers' classes needed training for practising assessment for their pairs' work; and to achieve this aim, a variety of techniques were explained for teachers to be able to execute them for their students in the training program.

The following table is a comparison demonstrating the similarities and differences among what Marshall and Wiliam (2006) offered and what these teachers do in their classes.

Table 5.3. *Comparison between the examples of activating students as instructional resources for one another*

Year 10 example of peer assessment (points not numbered in original) (Marshall & Wiliam, 2006, p. 20)	Peer assessment examples that the participants of this study reported
Lost of points blended together. It gets confusing without any [sic]	I hand out their exam papers and want them to give marks to peers' papers.
A bit vague. Mercutio doesn't just die; he suffered. Maybe add some quotes from Mercutio.	I want students to assess their peers' review tests and worksheets.
Good choise [sic] of words. They are good to describe Romeo's feelings.	You are good!
Good explanations and emotions.	You are the best!
Good thoughts and opinions from Romeo on the situation.	While playing a game, they choose who is the best player among them.
Lots of good points. Everything is included. Try to space out all of the events instead of blending them all together. This makes it a bit confusing to read. Second half a lot better than the first half.	I want students to control their peers' homework and correct the errors on these works.

These outcomes pointed out that the teachers carried out some techniques for implementing peer assessment, but it was concluded that there was a need to change these techniques to a certain extent. The study indicated that the teachers tried to use some ways for assessing students' own performances, but they stated to have some difficulties in

practice. In response to these complexities, there is a need for a closer inspection upon the outcomes and recommendations of Lee (2011). In the study of Lee (2011), advantages of *Assessment for Learning* were found in terms of enhancing students' motivation for writing. The same study laid emphasis on the necessity of changing teaching approaches, and more importantly, assessment techniques and responsibilities of both students and teachers. As a suggestion, Lee (2011) stressed the importance of sharing responsibility with students especially for self-assessment and peer assessment. However, in the study carried out by Öz (2014) in the Turkish EFL context, it was suggested that extra time and support may be needed to alter teachers' perceptions related to *Assessment for Learning* implementations.

Overall, these results indicated the reason that these teachers needed a comprehensive training program on *Assessment for Learning*. In the next part, the results and evaluation of the INSET program are provided.

An interesting result was revealed as a conclusion of comparing these strategies in terms of their levels rated for the strategies to learn further information. Accordingly, there were not huge differences detected among these strategies as for the scores of hoping to learn further on *Assessment for Learning*. These percentages varied between 61.3% and 54.1%. Although the lowest percentages were seen in 'Activating students as instructional resources for one another' for the items showing the use of *Assessment for Learning* among these five strategies, this strategy did not have the highest score for desiring to learn further. In a Turkish EFL setting, among the few studies on *Assessment for Learning* in Turkish EFL context, Büyükkarcı (2014) investigated Turkish EFL primary school context and the result revealed that the preferences of teachers were mostly on summative ways in assessing students in their classes in spite of their positive opinions and attitudes on formative assessment in accordance with the necessities of the curriculum. Also, Öz (2014) examining the participants from different levels of institutions found out that teachers depended on traditional assessment methods. More interestingly, a significant variation was detected between their ideas and implementations related to *Assessment for Learning* that can help us to understand the difference between their choices at the idea stage and examples of practices. When the results of current study are considered, the outcomes of the current study are supported by the results revealed in studies of Öz (2014) and Büyükkarcı (2014).

All in all, in addition to these studies in the related literature, the findings of the current study pointed out the needs, i.e. necessities, lacks, and wants, of language teachers on practising these techniques in the Turkish EFL context. In accordance with these needs, an In-Service Training program was prepared and conducted aiming to raise their awareness of practices and current developments of *Assessment for Learning*. The following part includes the task results and the participants' opinions related to the training courses and critical review of all these outcomes in the light of the studies in the related literature.

5.1.2. INSET program

This section attempts to evaluate the results obtained before, during, and after the training courses. As the last part, the study aimed to explore opinions related to the training program from the perspectives of both the participant teachers and the speaker.

From the speaker's point of view, goals, input, and presentation of the training were evaluated under the guidance of questions provided by Nation and Macalister (2010). Among five goals suggested by Nation and Macalister (2010) for planning a workshop, the present research focused on especially "Understanding and remembering new ideas*"* and "Experiencing and evaluating exercises*"*.

"Understanding and remembering ideas" is related to having more knowledge about a specific issue. It generally constitutes the earliest stages of the training program (Nation & Macalister, 2010). Most probably, the participants of the training program had already implemented some techniques or had opinions on the issues dealt during the program.

The purpose of this program was to enlarge their knowledge on the subject matter. The participants responded to the tasks before and after the courses, and most of these answers included changes when comparing the participants' first and last forms of the tasks. Although these changes were at varying degrees, only a small group of participants used the option of 'no change' for comparing their two forms of tasks. These results can be interpreted as the development of the teachers' knowledge on *Assessment for Learning*.

As for "Experiencing and evaluating exercises", Nation and Macalister (2010) put an emphasis on a crucial point that is to have an experience on the ways mentioned during the training program and to express their opinions on this experience. Here, the purpose

is to give teachers the opportunity that they are able to carry out this practice successfully and to form the opinion of a proper example.

Some suggestions were proposed for performing the experiment efficiently during the workshop program. It is advised to provide a practical exhibition of the sample technique, for instance in this case an *Assessment for Learning* strategy, in such a way that it should not be perfect. The reason for this is not to put pressure on the teachers who are the participants of a new experience and to encourage them to achieve it in a better way (Nation & Macalister, 2010).

The results provided as the variation in participants' responses for understanding and remembering ideas can also be the example of experiencing and evaluating exercises. The participants were given the chance of practising the points addressed during the session at the end of all these courses. The results demonstrated that the participants strived to implement the ideas at varying degrees. It can be understood that they might remember or understand something and also try to practice these opinions in the tasks of these sessions.

The content of the program included recent *Assessment for Learning* techniques that these teachers can easily adapt for their classes. These techniques were clearly defined and elaborated with the successful implementations according to language teachers. The sources were the articles and books selected from the related literature. Following the literature review, key terms were identified for each strategy. The next step was to provide samples for teachers so that they could implement new practices in their classes. Online tools were also available that could be used in a variety of exercises.

Depending on the literature review and teachers' needs, namely necessities, lacks, and wants, the content of the courses were described in detailed lesson plans and they were sent to the experts from the departments of English Language Teaching and Measurement and Evaluation in Education. In line with their suggestions, the courses' contents were edited and taken their final forms.

When the courses were planned with the cooperation of the university and provincial directorate of national education, it was assumed as an education seminar to be conducted as a conference. However, due to pandemic conditions, the training was held online over three days. This way was the most appropriate one and the number of participants changed between 16 and 59.

According to the results gathered during the training, it was found that all the teachers participating in the program and responding to the evaluation forms stated the value of *Assessment for Learning* for their teaching, thus, it can be interpreted that these teachers were conscious of the importance of *Assessment for Learning* for language teaching. A majority of the group taking part in these courses reported changes in their tasks that they prepared before and after these courses at varying degrees. In all these sessions, except for the session 'Activating students as instructional resources for one another', only a small group pointed 'no change' for their tasks with the following degrees: 'Clarifying and sharing learning intentions and criteria for success' 17.6%, 'Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding' 12.9%, 'Providing feedback that moves learners forward' 14.9%, and 'Activating students as owner of their own learning' 15.3%. These findings, while preliminary, suggest that variations were detected in most of these teachers' tasks that indicated the effectiveness of the training. The results confirm the outcomes of the study of DeLuca et al. (2015). In order to develop the *Assessment for Learning* knowledge and skills, one of the secondary teachers participating in the professional learning project reported in the study of DeLuca et al. (2015) explained the change in their *Assessment for Learning* conceptions with the following statement "I now think of assessment as so much more than mark, it's guidelines for improvement" (p. 129). Another teacher from the same group also indicated the difference in their understanding the conceptions of *Assessment for Learning* as "AfL allows for teachers to identify for each particular student what their areas of strength and weaknesses are, allowing them to improve their performance without it factoring into their grade" (DeLuca et al., 2015, pp. 129-130).

According to Nation and Macalister (2010), the learners' participation and interest are essential for conducting an effective workshop. For achieving this, the kinds of activities varied in these courses. First, before the beginning of the sessions, the speaker had conversations with the teachers. Following that, they were expected to respond for the task before the beginning of the training. After the task, the participants were expected to response to a video, a phrase, or a statement. There were surveys included in the scope of the courses that would reveal the teachers' opinions or teaching experiences related to the issues of the trainings. They were also given the same tasks, which they had before the course started, at the end the sessions. Thus, the aim was to increase the possibility of teachers to get involved in a variety of activities during the training. The findings of each

session are discussed in the following parts.

5.1.2.1. *Clarifying and sharing learning intentions and criteria for success*

When the teachers' responses to the same task given before and following this training were examined, some differences were detected between these two forms. From these results, it can be stated that these teachers made some adjustments in their explaination of learning intentions and success criteria. To be clearer, while the teachers used more general explanations before the training, they preferred to be more specific after the course. For instance, they chose to identify key words, to explain word meaning depending on the context, and to enable students to understand success criteria gradually. These results can be interpreted as the teachers became aware of implementing *Assessment for Learning* strategies and they strived to make some changes in their learning intentions and success criteria. These results of the present study are contrasted with the results obtained by Nasr et al. (2018) and Crichton and McDaid (2015). Nasr et al. (2018) found out that teachers were less encouraging for explaining learning goals. The results of Crichton and McDaid (2015) were more interesting because the teachers had the same opinion on using 'Learning Intentions' and 'Success Criteria' which is consistent with the present study; however, the teachers participating in the study of Crichton and McDaid (2015) put emphasis on teaching content first and they did not consider these strategies as the major concern of their courses. This is the issue that will be further investigated in the context of the present study.

5.1.2.2. *Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding*

In the evaluation of the tasks for this training, an important consequence was revealed that the teachers preferred providing much more opportunities for students to express their opinions after the training. It was also concluded that they gave students chances to think further on specific points and to share their ideas before the whole class discussion. In the study conducted in the Turkish EFL high school context, Yakışık (2021) pointed out that many students felt anxious due to fear of making mistakes in the classroom. It is possible for teachers to have more effective classroom discussions through providing much more opportunities to express their ideas and to think further. At this point, the questions teachers pose are of vital importance and the following three

examples can clearly demonstrate the variations in teachers' answers before and after the training as seen in Table 5.4:

Table 5.4. *Variations in teachers' answers before and after the training*

Before the training	After the training
How often do you look at your facebook or instagram or...?	What do you think of social media and my relation? What about your parents?
Do you use social media? Which social media tools do you use?	In what purpose do you use your mobile phones? (elicit all the answers in brainstorming) In which different ways can we use social media ? In which ways should you write your comment on social media?
How many friends have you got on your social networking sites?	What do you think about violence on tv? What can be done to prevent violence in the society? What can you say as a motto to raise awareness?

All in all, these changes indicate how this training influenced teachers' task suggestions for maintaining effective classroom discussion and detecting student understanding.

5.1.2.3. *Providing feedback that moves learners forward*

According to the outcomes of the study, differences were detected in providing feedback when teachers' responses for the task before and after the training were compared. As the positive influence of the training, fewer vague statements were detected in their responses following the training. The outcomes of a previous study of Ratnam-Lim and Tan (2015) have confirmed this finding. Ratnam-Lim and Tan (2015) investigated the problems revealed during the implementation of an assessment system, and the participants of the study underlined that feedback was needed to be intelligible. Thus, this result demonstrated the positive impact of the training on ways that teachers preferred for offering feedback.

The other critical outcome was that teachers gave more suggestions instead of explaining the correct answer directly after the training. This result can be explained with the exam dominated culture in Turkey which shows the similarities suggested in the research studies of Boardman and Woodruff (2004) in Texas in the USA, Carless (2005) in Hong Kong, and Brown et al. (2009) in China. Boardman and Woodruff (2004) uncovered the impact of high-stake exams on practising new techniques. According to Carless (2005), some difficulties were detected in implementations of *Assessment for*

Learning and exam-oriented systems was found out as one of the reasons. Brown et al. (2009) depicted the importance of examinations. Thus, these findings of the current study have contributed to the understanding of *Assessment for Learning* practices conducted around the world.

As suggestions of the participants for the training of 'Providing feedback that moves learners forward', two teachers requested to see more videos. Despite the demonstration of a video at the beginning of this session, the participants would like to have more videos in the training. The reason for showing one video was to offer a variety of the types of activities in the training. One more video may be added as a follow-up activity to satisfy the requests of these participants. Another suggestion made by one of the participants was to see other examples from the actual classroom settings. This was also a part of the training, which was available in the video demonstration. However, the participant would like to have some more examples. This suggestion could also be possible, and some other examples from the real classes could be added to the training.

5.1.2.4. *Activating students as the owners of their own learning*

The results obtained from the task yielded that teachers offered several techniques for self-assessment at the end of the training course, unlike their suggestions at the beginning. These positive outcomes of the present study can form a meaningful whole with the results of other studies conducted on EFL high school students in Turkey by Akdağ and Özkan (2017), Kayacan and Razı (2017), and Yakışık (2021). Akdağ and Özkan (2017) examined the blogs and their impacts on students' writing skills, and they were found as valuable in enhancing their writing skills and autonomous writing in addition to increasing their desire for writing. Moreover, Kayacan and Razı (2017) concluded the positive impact of self-review on the students' writing skills. In a more recent study, Yakışık (2021) also found high levels of self correction rated by the students regardless of their grade or gender. Thus, all these findings in addition to the outcomes reported in the current study have been the indicatives of a supportive climate for the implementation of *Assessment for Learning* in EFL high school contexts in Turkey.

5.1.2.5. *Activating students as instructional resources for one another*

When the responses that the teachers provided for the task were compared, it was concluded that the teachers became involved in various peer assessment techniques

during this training. The teachers suggested some of these techniques at the end of the training which was different from the responses given before the training. It can be assumed that the training had an influence in a positive direction for the use of *Assessment for Learning* strategies that were mentioned during the training. These results corroborate the findings of the previous study of Zlabkova et al. (2021). As the result of the study conducted by Zlabkova et al. (2021), notable effects of involving teachers into formative peer assessment activities were seen on their comprehension of formative assessment. The impact of using these strategies was investigated in the Turkish EFL context as well in the study of Kayacan and Razı (2017) who studied with Turkish EFL students concluded the positive impact of peer feedback on enhancing students' writing skills.

A critical conclusion of the study was that a total of 127 teachers provided responses for the evaluation of the training program and almost all teachers rated the techniques mentioned during these sessions as being practical to varying degrees, with the exceptions of only three participants in the whole program. These three participants were two teachers from the sessions of 'Clarifying and sharing learning intentions and criteria for success' and one from 'Engineering effective classroom discussions and other learning tasks'. The case of these three participants can be explained with 'teacher commitment' suggested as a barrier by Nasr et al. (2019), accordingly, teachers working in high school did not carry out *Assessment for Learning* implementations despite being aware of these techniques for the reasons that these teachers reported to follow school curriculum rigidly and they also stated that it was not their responsibility to execute *Assessment for Learning* practices (Nasr et al., 2019).

As looking at the reasons for decreasing the applicability of these techniques, 'crowded classes' was revealed depending on the teachers' responses related to the applicability of the techniques. This finding supports the result of other studies of Büyükkarcı (2014) and Nasr et al. (2019). In the study conducted in the Turkish EFL context, Büyükkarcı (2014) investigated the assessment perceptions of English language teachers at the primary level and concluded that assessment was mostly used for summative purposes and crowded classes was shown as one of the reasons for this situation in the study. Nasr et al. (2019) striving to find out the obstacles hindering *Assessment for Learning* implementations in language classes also detected class size as a constraint. However, this finding of the present study is inconsistent with the outcomes of Nasr et al. (2020). In the study, Nasr et al. (2020) investigated whether there was a

meaningful distinction between monitoring and scaffolding in terms of class size and found no meaningful distinction. This case can be understood with the expression of Xu and Harfitt (2019). According to Xu and Harfitt (2019) who conducted a study on practising *Assessment for Learning* in crowded classes and coping strategies, teachers had an essential position in establishing the success of teaching in crowded classes. This success was closely related to the ways and degrees they could put the methods into use within the frame of their teaching context (Xu & Harfitt, 2019).

'Time constraint' was an issue identified in the current study as a factor depending on the teachers' expressions at the end of the sessions 'Providing feedback that moves learners forward' and 'Engineering effective classroom discussions and other learning tasks'. This result corroborates the findings of the previous studies of Nasr et al. (2019) and Xu and Harfitt (2019). Nasr et al. (2019) detected time as an obstacle in practising *Assessment for Learning*. Similarly, Xu and Harfitt (2019) also detected time as a challenge for *Assessment for Learning* implementations. In their study, participant teachers stated to prefer whole class teaching, as they had to fulfil curriculum requirements. For instance, they stated that they would ask a question for all students and gave them short time to think and respond to it. Those teachers acknowledged to reply themselves when no one answered in the class (Xu & Harfitt, 2019). A possible explanation for this might be the point Deneen et al. (2019) expressed that *Assessment for Learning* execution of teachers working for the secondary school became hard as it was planned due to extensively used large-scale exams. These results suggest that teachers should design each step of their course meticulously in order to eliminate waste of time. For achieving this, they should be aware how to use *Assessment for Learning* strategies efficiently in their teaching contexts.

The comments of teachers pointed to factors related to students, and 'students' proficiency levels' was one of these factors revealed at the end of all these courses except for 'Activating students as instructional resources for one another'. This point was also revealed among the previous findings of the current study; namely, as an issue identified during the analysis of their needs. However, the point arrived in the present study was that various techniques were available which could be executed with students from different proficiency levels. This result can be explained with the outcomes obtained in the study of Lu and Mustapha (2020) in which students with higher language proficiencies showed more of a desire for adopting *Assessment for Learning*. Although

these results are not very encouraging for teachers having students with a variety of language proficiencies, proficiency levels of students should not be seen as an obstacle that prevents teachers from implementing these strategies. They should determine the needs of students in their classes and set a course accordingly. Various methods could be used for the students in kindergarten to detect the quality of works (Wiliam, 2011b).

Other factors were also disclosed and these were 'problems of students' attendance' and 'motivation' at the end of the course 'Providing feedback that moves learners forward'; 'lack of eagerness for classroom participation' and 'characteristics of being shy' at the end of the course 'Engineering effective classroom discussions and other learning tasks', and 'students' attitudes towards each other' at the end of the course 'Activating students as instructional resources for one another'. These findings are consistent with that of Xu and Harfitt (2019). These researchers identified the lack of students' attention as a difficulty because this prevented teachers from observing students' learning and from gathering the adequate data for the next class (Xu & Harfitt, 2019).

In the current study, the participants expressed their appreciation for the courses at the end of all these sessions. It was found that the contents of the courses were planned meticulously to fulfil the needs of the teachers related to *Assessment for Learning* depending on their responses for the practicality of the techniques mentioned during the courses. Thus, it can be concluded that the aims of training were achieved for all these courses. It can be therefore assumed that the contents of all these training courses were well designed for meeting the needs of the teachers and it is possible that teachers can implement these techniques in language classes effectively.

5.2. Implications

The study aimed to provide new insights for a deeper understanding of *Assessment for Learning* in Turkish EFL contexts. Although students start learning English at a very early age in Turkey, unfortunately, satisfactory results have not been obtained (Bayraktaroğlu, 2014; Aydın, 2017). There is a need for enhancement which can be integrated into the system in different ways.

The recent OECD report published in 2019 for the Turkish Education system has emphasised the necessity of various means of assessment; and, in addition to traditional techniques, it suggested diversifying the techniques used for assessment (Kitchen et al.,

2019). It is understood that teachers should benefit from various assessment techniques. In order to achieve this, teachers need to have sufficient knowledge for implementing assessment techniques. In the present study, most of the teachers (73%) graduated from the ELT department. When the teacher training system is evaluated as specific to English Language Teaching in Turkey, there are two courses related to assessment provided for teacher candidates. There is a need to increase the number of courses related to assessment at this level and teacher candidates should develop their knowledge before starting their professional career. At this point, the academicians working in ELT departments have a crucial duty. They should follow the developments both in the educational system of their country and in the other countries. They need to interpret how these techniques mentioned in the current literature can be implemented in our schools for language teaching. In order not to be criticised as far away from reality, academicians should be in interaction with teachers and students, get feedback from teachers, and try to make sense from an intellectual point of view.

It can be concluded from the results responding to the checklist in the current study that only a small group (11.7%) took part in in-service training related to 'Assessment and Evaluation'. Moreover, teachers indicated considerable rates for the item about having further information about the issues of all these strategies in the checklist. Thus, it can be understood that these teachers would like to take part in in-service training related to assessment for the purpose of following the innovations. The current study aimed to close this gap with the preparation of an INSET program. Several researchers (Hatipoğlu, 2015; Mede & Atay, 2017; Ölmezer-Öztürk & Aydın, 2018) have also pointed out necessity of in-service training for teachers, thus more opportunities should be given to teachers to attend in-service training to reach the objectives of the MoNE. For achieving this purpose, their needs should be often taken into consideration closely, and training programs should be designed accordingly.

Assessment for Learning has been a critical issue attracting attention around the world and it has been accepted as the vital element for powerful teaching (DeLuca et al., 2019). It is suggested to offer teachers essential parts related to the implementations (Bennet, 2011). The main purpose of the current study was to provide this opportunity for the target group. Following the detection of their needs, including necessities, lacks, and wants, teachers were offered a training. Positive outcomes related to teachers' opinions about *Assessment for Learning* were concluded depending on the outcomes

gained at the end of this training. Thus, it is suggested by Bennet (2011) that teachers should be given enough time and support to have a chance of practising these techniques and develop their assessment skills. Since teachers' perceptions and implementations are of importance in achieving success in assessment practices (Yan et al., 2021), the teachers attending these trainings need to experience these ways of assessment with their own students. Every class has its own characteristics and the duty of teachers is to implement these techniques in their classes and try to make some modifications for achieving better results with their groups. As stated by Black and Wiliam (1998b), "There is no quick fix that can alter existing practice by promising rapid rewards" (p. 146). The changes should be step by step by looking for the most appropriate ways for the students in the classes depending on their trials and errors in practising these techniques.

Both personal and contextual factors revealed in various studies in the literature (Yan, 2014; Heitink et al., 2016; Yan et al., 2021) may have an influence on the implementations of the assessment techniques in the Turkish EFL classroom contexts. As it is aimed to increase teachers' knowledge and practices, teachers should be aware of the developments in the assessment literature and the innovations of MoNE. Teachers should look for and utilise the opportunities to increase their practical knowledge. They should be enthusiastic about attending a program aiming to enhance their skills and knowledge. More importantly, they should carry out these new techniques in their language classes. It is possible that they may have some problems in different parts of these trials. At that point, they should be open and be able to share these issues with the stakeholders that can be students, other teachers, school administrators, parents, or academicians. Every class and each student have their own problems in learning, thus teachers should observe their students and try to find solutions for the problems that they encounter in conducting a variety of techniques in their classes. The other stakeholders should also be keen to provide support for these implementations.

According to the results of the current study, teachers first reported high levels for indicating their ideas related to the implementations of these techniques. However, at the same time, most of them also wanted to learn more on these issues. This implied a difference between their ideas and classroom implementations of the *Assessment for Learning* techniques, and their responses to the interview questions also confirmed this gap. Thus, teachers need more information about the innovations. This can be achieved with attending more in-service training programs. Teachers should not hesitate to consult

colleagues, school administrators, and other people related to the issue. It is not easy for teachers to have detailed information related to all the changes in the curriculum, and for this reason school administrators and provincial directorate for national education should follow both the changes in the curriculum and implementations in the schools and they should prepare a plan for enhancing teachers' knowledge and competences in the related issues.

Teachers should also have some responsibilities as individuals. They should be aware of the changes suggested by MoNE and what these changes bring in their teaching. Teachers should keep themselves up to date with the latest changes in the curriculum and look for ways to implement them in their own classes. For the case in the present study, *Assessment for Learning* introduces new techniques for the English language teachers. In Turkey, high stakes exams are important, and students and teachers focus on these tests for the determination of their educational and career paths. At the same time, new decisions have been made by MoNE for the language development of students. English language teachers are in a critical position because they need to carry out these new techniques in a balanced way, and they can achieve this by developing their knowledge and increasing practices in their classes. Therefore, they should be given more opportunities for attending in-service training and more time for having classroom implementations more. In doing this, it is possible for them to see the changes in their classes and thus in their ideas depending on past experiences.

5.3. Suggestions for Further Research

The number of research on *Assessment for Learning* is increasing in English language contexts in the world (Lee, 2007; Lee, 2011; Lee & Coniam, 2013; Retnaningsih, 2013; Sardareh & Saad, 2013; Mak & Lee, 2014; Sardareh et al., 2014; Huang, 2015; Cindrić & Pavić, 2017; Nasr et al., 2018; Umar, 2018; Nasr et al., 2019; Xu & Harfitt, 2019; Ghaffar et al., 2020; Lu & Mustapha, 2020; Nasr et al., 2020; Vattøy, 2020). However, there has been a scarcity in *Assessment for Learning* studies in the Turkish EFL context. The present study has pointed out this paucity. This study has detected the needs of EFL high school teachers related to *Assessment for Learning*. Further studies should be conducted in different educational levels, and Turkish EFL university context is among the most important settings.

This study was conducted in Afyonkarahisar which is a city in Turkey. However, teachers working in other cities can also be the sample groups of studies that will be carried out in the future. Moreover, it is possible to conduct a study with EFL teachers from different cities and different educational levels and to detect and make a comparison about their needs. The results can be interesting with groups from various parts of the country and various levels. The data collected from different groups can be compared both at the national and international levels.

The present study detected the needs of teachers related to *Assessment for Learning,* and an INSET program was prepared accordingly and presented to the target group. Although their tasks prepared before and after the courses were examined and analysed, further investigations can be conducted by focusing on their classroom implementations with their reflection of these practices.

The focus of the present study was the teachers' needs related to *Assessment for Learning* implementations. There are other stakeholders that have also influenced the practices of these techniques. In the future, other studies can be conducted with students, school administrators, and parents.

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APPENDICES

APPENDIX-A. Checklist

Değerli Öğretmenim,

Bu çalışma ile Afyonkarahisar ilindeki liselerde görev yapan İngilizce öğretmenlerinin "Öğrenme için Değerlendirme" uygulamalarında kullandıkları yöntemleri belirlemek ve bu konudaki ihtiyaçlarını tespit etmek hedeflenmektedir. Bu kapsamda, öğretmenlerimizin gözlem ve deneyimlerine ihtiyaç duyulmaktadır. İngilizce eğitiminde, öğrenci başarısını belirlemede kullandığınız yöntemleri ve daha kapsamlı bilgi sahibi olmak istediğiniz konuları paylaşmanızı bekliyorum. Elde edilen veriler ışığında, liselerde görev yapmakta olan İngilizce öğretmenlerine yönelik "Öğrenme için Değerlendirme" konulu bir Hizmet-İçi Eğitim Programı hazırlanacaktır.

Saygılarımla,

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İngilizce Eğitimi Programı
Doktora Öğrencisi

1. Bölüm

1. Öğretmenlikte deneyim süreniz:_____

2. Mezun olduğunuz bölüm:

(   )İngilizce Öğretmenliği

(   ) İngiliz Dili ve Edebiyatı

(   ) Amerikan Dili ve Edebiyatı

(   ) İngiliz Dil Bilimi

(   ) İngilizce Mütercim Tercümanlık

(   ) Diğer

3. Öğrenim Durumunuz:

(   ) Lisans Mezunu

(   ) Yüksek Lisans Mezunu

(   ) Doktora Mezunu

4. Eğitiminiz süresince ölçme-değerlendirme ile ilgili kaç ders aldınız?

0   1   2   3   4

5. Bu dersler kapsamında aşağıda verilen konulardan bilgi edindiklerinizi işaretleyiniz.

(   ) Öz değerlendirme

(   ) Akran değerlendirme

( ) Performans görevleri

( ) Portfolyo

( ) Dönüt verme

6. Ölçme-değerlendirme ile ilgili hizmet-içi eğitim programına katıldınız mı?

___ Evet _____ Hayır

7. Katıldığınız programın içeriğindeki konuları nelerdi?

_____

_____

_____

2. Bölüm

    A. *Öğrenme hedeflerinin belirlenmesi ve öğrencilerle paylaşılması*

      1. Dersin hedeflerini öğrencilere açıklarım.
      ___ Evet _____ Hayır

      2. Dersin hedeflerini belirlerken öğrencilere dersten beklentilerinin neler olduğunu sorarım.
      ___ Evet _____ Hayır

      3. Öğrencilerimin sınıf içi etkinliklerden neler öğrenebileceklerinin farkında olmalarını sağlarım.
      ___ Evet _____ Hayır

      4. Öğrencilerimin ödevlerinden neler öğrenebileceklerinin farkında olmalarını sağlarım.
      ___ Evet _____ Hayır

      5. Öğrencilerime farklı niteliklerdeki etkinlikler için örnekler gösteririm.
      ___ Evet _____ Hayır

      6. Öğrencilerime yapacakları etkinlikler için beklentilerimin neler olduğu hakkında bilgi veririm.
      ___ Evet _____ Hayır

      7. Öğrencilerimle başarı belirleme ölçütlerimi onların da anlayabilecekleri bir şekilde paylaşırım.
      ___ Evet _____ Hayır

      8. Derste yaptığım öğrenci başarısını belirleme sonuçları sonraki derslerimi planlamamda önemli rol oynar.
      ___ Evet _____ Hayır

*Bu bölümde yer alan konularla ilgili daha fazla bilgi edinmek isterim

___ Evet ____ Hayır

*Özellikle de şu konu/konularda:

-
-
-

B. Etkili sınıf içi etkileşimin ve öğrenmenin düzenlenmesi

9. Öğrencilerimin ders sırasında üzerinde durulan konu ile ilgili düşüncelerini öğrenmek için sınıf içinde konuşmalarını sağlarım.

___ Evet ____ Hayır

10. Öğrencilerimin ders sırasında kullandıkları hatalı ifadelere geribildirim sağlarım.

___ Evet ____ Hayır

11. Öğrencilerimin ders sırasında üzerinde durulan konu ile ilgili düşüncelerini öğrenmek için sorular sorarım.

___ Evet ____ Hayır

12. Öğrencilerimin ders sırasında üzerinde durulan konuyu öğrenmede yaşadıkları zorlukları anlamak için sınıf içinde konuşmalarını sağlarım.

___ Evet ____ Hayır

13. Öğrencilerimin ders sırasında üzerinde durulan konuyu öğrenmede yaşadıkları zorlukları anlamak için sorular sorarım.

___ Evet ____ Hayır

14. Öğrencilerimin ders sırasında üzerinde durulan konuyu öğrenmede yaşadıkları zorluklara göre öğretim planımı düzenlerim.

___ Evet ____ Hayır

15. Öğrencilerimin ulaştıkları düzeyi anlamak için sınıf içinde konuşmalarını sağlarım.

___ Evet ____ Hayır

16. Öğrencilerimin ulaştıkları düzeyi anlamak için sınıf içi etkinliklerdeki performanslarını dikkate alırım.

___ Evet ____ Hayır

17. Öğrencilerimin ulaştıkları düzeyi anlamak için verdiğim ödev ve görevleri belirli aralıklarla gözden geçiririm.

___ Evet ____ Hayır

18. Öğrencilerim hedeflerine ulaştıklarında bunu fark ederim.

___ Evet ____ Hayır

19. Öğretim planımı düzenlerken öğrencilerimin gelişimlerini göz önüne alırım.
    ___ Evet   ____ Hayır

*Bu bölümde yer alan konularla ilgili daha fazla bilgi edinmek isterim.
    ___ Evet   ____ Hayır

*Özellikle de şu konu/konularda:
    -
    -
    -

C.   *Öğrenciyi hedefe götürecek geribildirimin sağlanması*

20. Öğrencilerimi İngilizce kullanımında güçlü yönleri hakkında bilgilendiririm.
    ___ Evet   ____ Hayır

21. Öğrencilerimi üzerinde çalıştıkları ödev/performans/etkinliklerde neyin iyi gittiği hakkında bilgilendiririm.
    ___ Evet   ____ Hayır

22. Öğrencilerime İngilizce kullanımında güçlü yönlerini nasıl daha çok geliştirebilecekleri hakkında onlara tavsiyelerde bulunurum.
    ___ Evet   ____ Hayır

23. Öğrencilerimi İngilizce kullanımında zayıf yönleri hakkında bilgilendiririm.
    ___ Evet   ____ Hayır

24. Öğrencilerime İngilizce kullanımında zayıf yönlerini nasıl geliştirebilecekleri hakkında tavsiyelerde bulunurum.
    ___ Evet   ____ Hayır

25. Öğrencilerimi üzerinde çalıştıkları ödev/performans/etkinliklerde neyin iyi gitmediği hakkında bilgilendiririm.
    ___ Evet   ____ Hayır

26. Öğrencilerimle gelişimleri üzerine konuşurum.
    ___ Evet   ____ Hayır

    *Bu bölümde yer alan konularla ilgili daha fazla bilgi edinmek isterim.
    ___ Evet   ____ Hayır

    *Özellikle de şu konu/konularda:
    -
    -

-

D. Öğrencilerin birbirleri için birer öğretme/öğrenme aracı olarak harekete geçirilmesi

27. Öğrencilerime birbirilerinin ödevlerinde başarılarını belirlemeyi öğretirim.

___ Evet ___ Hayır

28. Öğrencilerime birbirilerinin sınıf içi aktivitelerinde başarılarını belirlemeyi öğretirim.

___ Evet ___ Hayır

29. Öğrencilerimin ders sırasında birbirlerine soru sormasını desteklerim/teşvik ederim.

___ Evet ___ Hayır

30. Öğrencilerime birbirilerinin ödev/performans/etkinliklerinde başarılarını belirleme konusunda destek olurum.

___ Evet ___ Hayır

31. Öğrencilerime arkadaşlarının üzerinde çalıştığı görev/performans/etkinliklerde, iyi noktaları/yönleri ve daha çok geliştirilebilecek noktaları/yönleri gösterebilmelerini isterim.

___ Evet ___ Hayır

*Bu bölümde yer alan konularla ilgili daha fazla bilgi edinmek isterim.

___ Evet ___ Hayır

*Özellikle de şu konu/konularda:

-

-

-

E. Öğrencinin kendi öğrenme süreci hakkında harekete geçirilmesi

32. Öğrencilerimden üzerinde çalıştıkları ödev/performans/etkinliklerin nasıl gittiğini düşünmelerini isterim.

___ Evet ___ Hayır

33. Öğrencilerimi daha detaylı açıklamaya ihtiyaç duydukları noktada soru sormaları için desteklerim/teşvik ederim.

___ Evet ___ Hayır

34. Öğrencilerime, nasıl daha iyi öğrenebilecekleri üzerinde dikkatle düşünmeleri için fırsat yaratırım.

___ Evet ___ Hayır

35. Öğrencilerimin üzerinde çalıştıkları görev/performans/etkinliklerde, iyi noktaları/yönleri ve daha çok geliştirilebilecek noktaları/yönleri gösterebilmelerini isterim.

___ Evet ___ Hayır

36. Kendilerinin en iyi nasıl öğrenebilecekleri üzerinde öğrencilerimin düşünmelerini sağlarım.

___ Evet ____ Hayır

37. Öğrencilerime öğrenmelerinde bir sonraki adımın ne olacağını planlamada yardım ederim.

___ Evet ____ Hayır

*Bu bölümde yer alan konularla ilgili daha fazla bilgi edinmek isterim.

___ Evet ____ Hayır

*Özellikle de şu konu/konularda:

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-

APPENDIX-B. Interview Questions

1. "Öğrenme için Değerlendirme" hakkında ne düşünüyorsunuz?

2. Bu konuda siz ne yapıyorsunuz?

3. Nasıl yapıyorsunuz bunları örneklerle tek tek gidebilir miyiz başlıkları tekrar hatırlayacak olursak:

   - "Öğrenme hedeflerinin belirlenmesi ve öğrencilerle paylaşılması" için ne yapıyorsunuz?

   - Nasıl yapıyorsunuz örnek verebilir misiniz?

   - İçeriğindeki maddelerden örnek vermek gerekirse:
     - Dersin hedeflerini öğrencilere açıklama
     - Öğrencilerimin sınıf içi etkinliklerden neler öğrenebileceklerinin farkında olmalarını sağlama
     - Öğrencilerimle başarı belirleme ölçütlerimi onların da anlayabilecekleri bir şekilde paylaşma

   - "Etkili sınıf içi etkileşimin ve öğrenmenin düzenlenmesi" için ne yapıyorsunuz?

   - Nasıl yapıyorsunuz örnek verebilir misiniz?

   - İçeriğindeki maddelerden örnek vermek gerekirse:
     - Öğrencilerimin ulaştıkları düzeyi anlamak için sınıf içinde konuşmalarını sağlama
     - Öğrencilerimin ulaştıkları düzeyi anlamak için verdiğim ödev ve görevleri belirli aralıklarla gözden geçirme

   - "Öğrenciyi hedefe götürecek geribildirimin sağlanması" için ne yapıyorsunuz?

   - Nasıl yapıyorsunuz örnek verebilir misiniz?

   - İçeriğindeki maddelerden örnek vermek gerekirse:
     - Öğrencilerimi üzerinde çalıştıkları ödev/performans/etkinliklerde neyin iyi gittiği hakkında bilgilendirme
     - Öğrencilerime İngilizce kullanımında güçlü yönlerini nasıl daha çok geliştirebilecekleri hakkında onlara tavsiyelerde bulunma

   - "Öğrencilerin birbirleri için birer öğretme/öğrenme aracı olarak harekete geçirilmesi" için ne yapıyorsunuz?

   - Nasıl yapıyorsunuz örnek verebilir misiniz?

- İçeriğindeki maddelerden örnek vermek gerekirse:
    - Öğrencilerime birbirilerinin sınıf içi aktivitelerinde başarılarını belirlemeyi öğretme
    - Öğrencilerime arkadaşlarının üzerinde çalıştığı görev/performans/etkinliklerde, iyi noktaları/yönleri ve daha çok geliştirilebilecek noktaları/yönleri gösterebilmeleri

- "Öğrencinin kendi öğrenme süreci hakkında harekete geçirilmesi" için ne yapıyorsunuz?
- Nasıl yapıyorsunuz örnek verebilir misiniz?
- İçeriğindeki maddelerden örnek vermek gerekirse:
    - Öğrencilerimden üzerinde çalıştıkları ödev/performans/etkinliklerin nasıl gittiğini düşünmelerini isteme
    - Kendilerinin en iyi nasıl öğrenebilecekleri üzerinde öğrencilerimin düşünmelerini sağlama

APPENDIX-C. Questionnaire

1. "Öğrenme için Değerlendirme" hakkında ne düşünüyorsunuz?

    ( ) Çok önemli

    ( ) Oldukça önemli

    ( ) Kısmen önemli

    ( ) Önemli değil

2. Sunum öncesi hazırladığınız sorular/aktiviteler ile sunumdan sonrakiler hakkında ne düşünüyorsunuz?

    ( ) Çok değişti

    ( ) Oldukça değişti

    ( ) Kısmen değişti

    ( ) Değişmedi

3. Sunumda bahsedilen yöntemlerin sınıflarınızda uygulanabilirliği konusundaki düşünceleriniz nelerdir?

    ( ) Çok iyi uygulanabilir

    ( ) İyi uygulanabilir

    ( ) Kısmen uygulanabilir

    ( ) Uygulanamaz

4. Uygulamaya yönelik olumlu ve olumsuz görüşlerinizi paylaşmanızı bekliyoruz. Özellikle öğrencilerinizle ilgili vereceğiniz örneklerden gidebilir miyiz?

5. Programın içeriğine eklememiz ya da programdan çıkarmamızı tavsiye edeceğiniz bir nokta ya da noktalar var mı?

APPENDIX-D. The Research Ethics Approval 1

ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Doktora Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	İngilizce Öğretmenlerine Yönelik Öğrenme İçin Değerlendirme Konulu Bir Hizmet-İçi Eğitim Programı Geliştirme, Uygulama ve Değerlendirme
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Ali MERÇ
TEZ YAZARI:	Manolya TUNÇER
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Prof.Dr. Emel ŞIKLAR
(Başkan-İkt. ve İdari Bil. Fak.)

Prof.Dr. T. Volkan YÜZER
(Başkan Yardımcısı-Açıköğretim Fak.)

Prof.Dr. Esra CEYHAN
(Eğitim Fak.)

Prof. Hayri ESMER
(Güzel Sanatlar Fak.)

Prof.Dr. M. Erkan ÜYÜMEZ
(İkt. ve İdari Bil. Fak.)

Prof.Dr. Handan DEVECİ
(Eğitim Fak.)

Prof.Dr. Oktay Cem ADIGÜZEL
(Eğitim Fak.)

APPENDIX-E. The Research Ethics Approval 2

ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Doktora Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	İngilizce Öğretmenlerine Yönelik Öğrenme İçin Değerlendirme Konulu Bir Hizmet-İçi Eğitim Programı Geliştirme, Uygulama ve Değerlendirme
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Ali MERÇ
TEZ YAZARI:	Manolya TUNÇER
ALT KOMİSYON GÖRÜŞÜ:	-
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Prof.Dr. M. Erkan UYUMEZ
(İkt. ve İdari Bil. Fak.)

Prof.Dr. Handan DEVECİ
(Eğitim Fak.)

Prof.Dr. Oktay Cem ADIGÜZEL
(Eğitim Fak .)

APPENDIX-F. Permission of the Directorate of National Education in Afyonkarahisar and the Governorship for the Research

T.C.
AFYONKARAHİSAR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 49809702-605.01-E.6800602   07.05.2020
Konu: Manolya TUNÇER'in Araştırma İzni

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik Yazı İşleri Müdürlüğü)

İlgi: a) Valilik Makamı'nın 06/05/2020 tarihli ve 605.01-E.6776219 sayılı Oluru.
       b) 22/04/2020 tarihli ve E.18396 sayılı yazınız.

      Üniversiteniz Eğitimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Manolya TUNÇER'in "İngilizce Öğretmenlerine Yönelik Öğrenme İçin Değerlendirme Konulu Bir Hizmetiçi Eğitim Programı Geliştirme, Uygulama ve Değerlendirme" konulu tez çalışmasında kullanılmak üzere 2019-2020 eğitim-öğretim dönemi içinde Müdürlüğümüze bağlı ilgi (b) yazı ekinde belirtilen okullardaki İngilizce öğretmenlerine araştırma çalışması yapma talebi ilgi (b) yazı ile tarafımıza iletilmiştir.
      Söz konusu talep, Müdürlüğümüz AR-GE Birimi tarafından "Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü" 21/01/2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı ile yayımlanan 2020/2 No'lu Genelge doğrultusunda incelemiş olup ilgi (a) "Valilik Oluru " ve onaylanmış veri toplama aracı ekte gönderilmiştir.
      Bilgilerinizi ve gereğini arz ederim.

                                      Metin YALÇIN
                                  İl Milli Eğitim Müdürü

Not: 1- Anket çalışmalarında Müdürlüğümüz tarafından onaylanmış (mühürlü) veri toplama araçlarının çoğaltılarak kullanılması zorunludur.
2- Çalışmalar tamamlandıktan sonra sonuçlarının birer örneğinin İl Milli Eğitim Müdürlüğüne teslim edilmesi zorunludur.

EKLER:
- Makam Onayı.
- Onaylanmış Veri Toplama Aracı.

APPENDIX-G. Announcement Poster for the INSET

APPENDIX-H. List of Objectives

Strategy 1- Clarifying and sharing learning intentions and criteria for success

    A. Cognitive domain

        i. *Knowledge*

- The participants will be able to distinguish "learning intentions" and "success criteria"
- The participants will be able to discriminate between strong and weak sides of various learning intention examples.

        ii. *Comprehension*

- The participants will be able to infer the properties of successful learning intentions.
- The participants will be able to transform what they have just dealt with during the workshop.

        iii. *Application*

- The participants will be able to use the points discussed in the workshop on the same example they have completed at the beginning of the course.

        iv. *Analysis*

- The participants will be able to contrast two forms of the learning intentions- one of them written at the beginning and the other one revised at the end of the workshop.

        v. *Synthesis*

- The participants will be able to propose ideas related to using learning intentions in a successful way with their students.

    B. Affective domain

- The participants will be able to be enthusiastic about sharing their ideas.
- The participants will be able to express their ideas confidently.

Strategy 2- Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding

    A. Cognitive domain

        i. *Knowledge*

- The participants will be able to distinguish closed or open structured questions.

  ii. Comprehension

- The participants will be able to interpret the importance of forming and posing open structured questions.

- The participants will be able to infer how they can use questions efficiently.

- The participants will be able to interpret the importance of "classroom talk" for maintaining effective classroom discussion.

- The participants will be able to infer the place of waiting time in effective classroom discussion.

  iii. Application

- The participants will be able to apply these clues in reforming the close structured questions written at the beginning.

  iv. Analysis

- The participants will be able to analyse two scripts in terms of ways of posing questions.

  v. Synthesis

- The participants will be able to propose ideas related to using open structured questions in a successful way with their students.

B. Affective domain

- The participants will be able to ask for clarification of the unclear points.

Strategy 3- Providing feedback that moves learners forward

A. Cognitive domain

  i. Knowledge

- The participants will be able to define the feedback.

  ii. Comprehension

- The participants will be able to translate the techniques of effective feedback provision

- The participants will be able to interpret the difference between marking and feedback.

- The participants will be able to infer the quality in providing feedback.

  iii. Application

- The participants will be able to develop comments for the sample paragraph.

    iv.   Analysis

- The participants will be able to deduce the properties of providing effective feedback.

    v.   Synthesis

- The participants will be able to synthesise the techniques suggested during the workshop for maintaining feedback for the sample paragraph.

B. Affective domain

- The participants will be able to express their ideas confidently.

Strategy 4- Activating students as the owner of their own learning

A. Cognitive domain

    i.   Knowledge

- The participants will be able to distinguish the key concepts related to self-assessment such as "motivation", "learner autonomy", "metacognition"

    ii.   Comprehension

- The participants will be able to interpret various techniques of self-assessment.

- The participants will be able to interpret the important steps for preparing students for self-assessment.

    iii.   Application

- The participants will be able to relate strong and weak samples for rubric preparation.

    iv.   Analysis

- The participants will be able to detect the crucial conditions for self-assessment

    v.   Synthesis

- The participants will be able to propose a task including a self-assessment activity in the light of the issues focused during the workshop.

B. Affective domain

- The participants will be able to express their ideas confidently.

Strategy 5- Activating students as instructional resources for one another

    A. Cognitive domain

        i.   Knowledge

- The participants will be able to define the aims of peer assessment.

        ii.   Comprehension

- The participants will be able to infer different peer assessment methods.

        iii.   Application

- The participants will be able to develop opinions with regards to reliability issues of peer assessment.

        iv.   Analysis

- The participants will be able to contrast the samples of peer comments and the ones provided from their students.

        v.   Synthesis

- The participants will be able to originate a task including a peer assessment activity in the light of the issues focused during the workshop.

    B. Affective domain

- The participants will be able to be enthusiastic about sharing their ideas.

APPENDIX-I. Table of Specifications

Strategies / Objectives	Cognitive Domain					Affective Domain	Psychomotor Domain
	Knowledge	*Comprehension*	*Application*	*Analysis*	*Synthesis*		
1. Clarifying and Sharing Learning Intentions and Criteria for Success							
1.1. The participants will be able to distinguish "learning intentions" and "success criteria"	X						
1.2. The participants will be able to discriminate between strong and weak sides of various learning intention examples.	X						
1.3. The participants will be able to infer the properties of successful learning intentions.		X					
1.4. The participants will be able to transform what they have just dealt with during the workshop.		X					
1.5. The participants will be able to use the points discussed in the workshop on the same example they have completed at the beginning of the course.			X				
1.6. The participants will be able to contrast two forms of the learning intentions- one of them written at the beginning and the other one revised at the end of the workshop.				X			
1.7. The participants will be able to propose ideas related to using learning intentions in a successful way with their students.					X		
1.8. The participants will be able to be enthusiastic about sharing their ideas.						X	
1.9. The participants will be able to express their ideas confidently.						X	
2. Engineering Effective Classroom Discussions and other Learning Tasks that Elicit Evidence of Student Understanding							
2.1. The participants will be able to distinguish closed or open structured questions.	X						
2.2. The participants will be able to interpret the importance of forming and posing open structured questions.		X					
2.3. The participants will be able to infer how they can use questions efficiently.		X					
2.4. The participants will be able to interpret the importance of "classroom talk" for maintaining effective classroom discussion.		X					

Strategies Objectives	Cognitive Domain					Affective Domain	Psychomotor Domain
	Knowledge	*Comprehension*	*Application*	*Analysis*	*Synthesis*		
2.5. The participants will be able to infer the place of waiting time in effective classroom discussion.		X					
2.6. The participants will be able to apply these clues in reforming the close structured questions written at the beginning.			X				
2.7. The participants will be able to analyse two scripts in terms of ways of posing questions.				X			
2.8. The participants will be able to propose ideas related to using open structured questions in a successful way with their students.					X		
2.9. The participants will be able to ask for clarification of the unclear points.						X	
3. Providing Feedback that Moves Learners forward							
3.1. The participants will be able to define the feedback.	X						
3.2. The participants will be able to translate the techniques of effective feedback provision.		X					
3.3. The participants will be able to interpret the difference between marking and feedback.		X					
3.4. The participants will be able to infer the quality in providing feedback.		X					
3.5. The participants will be able to develop comments for the sample paragraph.			X				
3.6. The participants will be able to deduce the properties of providing effective feedback.				X			
3.7. The participants will be able to synthesise the techniques suggested during the workshop for maintaining feedback for the sample paragraph.					X		
3.8. The participants will be able to express their ideas confidently.						X	
4. Activating Students as Owner of their own Learning							
4.1. The participants will be able to distinguish the key concepts related to self-assessment such as 'motivation', 'learner autonomy', and 'metacognition'.	X						
4.2. The participants will be able to interpret various techniques of self-assessment.		X					
4.3. The participants will be able to interpret the important steps for preparing students for self-assessment.		X					

Strategies	Cognitive Domain					Affective Domain	Psychomotor Domain
Objectives	*Knowledge*	*Comprehension*	*Application*	*Analysis*	*Synthesis*		
4.4. The participants will be able to relate strong and weak samples for rubric preparation.			X				
4.5. The participants will be able to detect the crucial conditions for self-assessment.				X			
4.6. The participants will be able to propose a task including a self-assessment activity in the light of the issues focused during the workshop.					X		
4.7. The participants will be able to express their ideas confidently.						X	
5. Activating Students as Instructional Resources for one another							
5.1. The participants will be able to define the aims of peer assessment.	X						
5.2. The participants will be able to infer different peer assessment methods.		X					
5.3. The participants will be able to develop opinions with regards to reliability issues of peer assessment.			X				
5.4. The participants will be able to contrast the samples of peer comments.				X			
5.5. The participants will be able to originate a task including a peer assessment activity in the light of the issues focused during the workshop.					X		
5.6. The participants will be able to enthusiastic about sharing their ideas.						X	

APPENDIX-J. Lesson Plans

Lesson Plans 1&2

Providing Feedback that Moves Learners forward &

Engineering Effective Classroom Discussions and other Learning Tasks that Elicit Evidence of Student Understanding

Part 1

Subject: Providing Feedback that Moves Learners forward

Time: 45-50 minutes

Learning Objectives

- The participants will be able to define the feedback.
- The participants will be able to translate the techniques of effective feedback provision
- The participants will be able to interpret the difference between marking and feedback.
- The participants will be able to infer the quality in providing feedback.
- The participants will be able to develop comments for the sample paragraph.
- The participants will be able to deduce the properties of providing effective feedback.
- The participants will be able to synthesise the techniques suggested during the workshop for maintaining feedback for the sample paragraph.
- The participants will be able to express their ideas confidently.

Learning Activities

- **Engage:** Participants will be given a short student paragraph to provide feedback. At the end, they will be asked the properties of effective feedback. They share their ideas with the other participants. In this way, it has been tried to reveal how they assess written works of students and what crucial points are for doing this.
- **Explore:** They will watch an example video of effective feedback. Before starting to watch, the instructor would like them to identify how the teacher

provides feedback. At the end, participants will be expected to share the points they have noticed in this video.

- **Explain:** Following their ideas, the instructor will explain all the critical points in providing feedback.

- **Elaborate:** There is a need for participants to implement these points in an example. They will be given the same student paragraph again and they will be asked to provide feedback again in the light of the issues mentioned during the workshop.

- **Evaluate:** The trainer will ask the participants to write their ideas about the practicality of these techniques in their real classes in a few sentences. Especially, they are expected to give examples considering their students and what their positive and negative opinions are related to the techniques.

Part 2

Subject: Engineering Effective Classroom Discussions and other Learning Tasks that Elicit Evidence of Student Understanding

Time: 45-50 minutes

Learning Objectives:

- The participants will be able to distinguish closed or open structured questions.

- The participants will be able to interpret the importance of forming and posing open structured questions.

- The participants will be able to infer how they can use questions efficiently.

- The participants will be able to analyse two scripts in terms of ways of posing questions.

- The participants will be able to estimate the role of teacher's talk, and time for waiting students' responses.

- The participants will be able to apply these clues in reforming the close structured questions written at the beginning.

- The participants will be able to propose ideas related to using open structured questions in a successful way with their students.

- The participants will be able to ask for clarification of the unclear points

- The participants will be able to interpret the importance of "classroom talk" for maintaining effective classroom discussion.
- The participants will be able to infer the place of waiting time in effective classroom discussion.

Learning Activities

- **Engage:** Participants will suppose that they have a writing activity according to the curriculum, as "Students will be able to write a comment on a topic via social media" (MoNE, 2018b, p.32). As a part of the warm-up activity, they will be asked to write three questions that they will address to the students. Following this, they will look at the questions together and they try to figure out whether they are closed or open structured questions, and they will also be asked to guess possible answers of the students for these answers. They will have questions whether all their students would like to answer these questions, whether these questions could lead classroom discussion, and what they do when no one or only few students would like to take part, for instance, whether they wait for them to answer long or do something else.

- **Explore:** Participants will read two scripts belonging to the same teacher, and it will be explained that there are some differences in terms of the issues that have just mentioned- whether all their students would like to answer these questions, whether these questions could lead classroom discussion, and what they do when no one or only few students would like to take part, for instance, whether they wait for them to answer or do something else. They will be expected to find out how teachers' talks and behaviours and students' change, and what factors influence these changes.

- **Explain:** Participants will try to explain the changes and their reasons in these cases. After they share the points, the instructor will explain all the crucial elements to have effective classroom discussions.

- **Elaborate:** Participants will be expected to transfer what they have already gained during the course into practice. They will be demonstrated some closed structured questions written by this group at the beginning of the workshop and they will be asked how they can restate these sentences for having a more effective classroom discussion. Consequently, some examples will be shared

with the participants for showing the changes in the examples (one written at the beginning and the one written at the end) and the participants will be asked to compare these forms.

- **Evaluate:** The trainer will ask the participants to write their ideas about the practicality of these techniques in their real classes in a few sentences. Especially, they are expected to give examples considering their students and what their positive and negative opinions are related to the techniques.

Lesson Plans 3&4
Clarifying and Sharing Learning Intentions and Criteria for Success *&*
Activating Students as Owner of their own Learning

Part 1
Subject: Clarifying and Sharing Learning Intentions and Criteria for Success
Time: 45-50 minutes
Learning Objectives:
- The participants will be able to analyse the ways of providing learning intentions demonstrated in the example video.
- The participants will be able to distinguish "learning intentions" and "success criteria."
- The participants will be able to infer the properties of successful learning intentions.
- The participants will be able to discriminate between strong and weak sides of various learning intention examples.
- The participants will be able to transform what they have just dealt with during the workshop.
- The participants will be able to use the points discussed in the workshop on the same example they have completed at the beginning of the course.
- The participants will be able to contrast two forms of the learning intentions-one of them written at the beginning and the other one revised at the end of the workshop.

- The participants will be able to propose ideas related to using learning intentions in a successful way with their students.
- The participants will be able to be enthusiastic about sharing their ideas.
- The participants will be able to express their ideas confidently.

Learning Activities

- **Engage:** Participants will be supposed that activity for the course is writing an argumentative essay in which they will provide solutions for disadvantaged people's problems (MoNE, 2018b, p.58). They will ask how they explain this task for students in their classes. Thus, it has been tried to reveal how they provide learning intentions in their classes. Following this, they will watch a video and try to figure out how the teacher explains learning objectives.

- **Explore:** In relation to the video, they will be asked to share the points they have detected, so the participants will try to identify what the requirements of clarifying, sharing, and understanding learning intentions and criteria for success are.

- **Explain:** Starting from the ideas given by the group, the instructor will explain all the critical points for using learning intentions efficiently in their classes. Various learning intentions examples will be demonstrated to students, and they will be expected to explain the strong and weak sides in these examples.

- **Elaborate:** Now, the aim is to transfer what they have already gained during the course into practice. They will be given some problematic expressions written at the beginning of the course and they will be asked to rewrite one of these problematic expressions for having better comprehension of the learning intentions. Finally, some examples will be demonstrated for emphasising the changes in some example forms (the one written at the beginning and the one written at the end) and the participants will be asked to compare these forms.

- **Evaluate:** The trainer will ask the participants to write their ideas about the practicality of these techniques in their real classes in a few sentences. Especially, they are expected to give examples considering their students and what their positive and negative opinions are related to the techniques.

Part 2

Subject: Activating Students as Owner of their own Learning

Time: 45-50 minutes

Learning Objectives

- The participants will be able to distinguish the key concepts related to self-assessment such as "motivation", "learner autonomy", "metacognition", and so on.
- The participants will be able to interpret various techniques of self-assessment.
- The participants will be able to interpret the important steps for preparing students for self-assessment.
- The participants will be able to relate strong and weak samples for rubric preparation.
- The participants will be able to detect the crucial conditions for self-assessment
- The participants will be able to propose a task including a self-assessment activity in the light of the issues focused during the workshop.
- The participants will be able to express their ideas confidently.

Learning Activities

- **Engage:** As the second part of the same issue for the argumentative essay writing, participants will be asked to design self-assessment for this essay task. Following this, the participants will be expected to explain what they understand from the quota "Teachers do not create learning, only learners can create learning" (Wiliam & Thompson, 2008, p. 62).
- **Explore:** Related to the quotation, the participants will try to identify the key points about self-assessment.
- **Explain:** The instructor will explain the key concepts related to self-assessment. They will talk about a variety of self-assessment techniques, preparing rubrics for assessing their own works in detail.
- **Elaborate:** Participants will be expected to transfer what they have already comprehended in this workshop. They will be requested to redesign a self-

assessment activity for the same task provided to them at the beginning of the workshop.

- **Evaluate:** The trainer will ask the participants to write their ideas about the practicality of these techniques in their real classes in a few sentences. Especially, they are expected to give examples considering their students and what their positive and negative opinions are related to the techniques.

Lesson Plan 5

Subject: Activating Students as Instructional Resources for One Another

Time: 45-50 minutes

Learning Objectives:

- The participants will be able to define the aims of peer assessment.
- The participants will be able to infer different peer assessment methods.
- The participants will be able to develop opinions with regards to reliability issues of peer assessment.
- The participants will be able to contrast the samples of peer comments and the ones provided from their students.
- The participants will be able to originate a task including a peer assessment activity in the light of the issues focused during the workshop.
- The participants will be able to be enthusiastic about sharing their ideas.

Learning Activities

- **Engage:** The participants will be expected to plan a peer assessment activity as part of the topic "Students will be able to write a booklet to describe their hometown" (MoNE, 2018b, p. 53).
- **Explore:** The participants will be asked what they understand when they hear "peer assessment", what the aims of peer assessment are, which techniques they can give as examples for this.
- **Explain:** The trainer will explain the aims of peer assessment, different examples of peer assessment implementations, samples of peer assessment taken from other classes, how they maintain collaborative learning in their classes, ways of teaching peer assessment for the students, and reliability issues in peer assessment.

- **Elaborate:** Participants will be expected to transfer what they have already comprehended in this workshop. They will be requested to redesign a peer assessment activity for the same task provided to them at the beginning of the workshop.

- **Evaluate:** The trainer will ask the participants to write their ideas about the practicality of these techniques in their real classes in a few sentences. Especially, they are expected to give examples considering their students and what their positive and negative opinions are related to the techniques

Appendix-K. Summary of the Findings

	"What do you do for this strategy?"	CHECKLIST RESULTS	TASK RESPONSES BEFORE THE TRAINING	TASK RESPONSES FOLLOWING THE TRAINING	"How do you compare your activities that you prepared before and after the training?"	"What do you think about the practicality of the techniques mentioned during the training?"
Clarifying and Sharing Learning Intentions and Criteria for Success	"I inform the students about what the course is about at the beginning by saying what they are going to learn in that class." "While assigning project tasks, I choose the topic according to students' interests and skills, and I also accept the topics that they would like to choose themselves. There are assessment criteria for these tasks. For the total 100 points, the criteria include, for instance, 20 points for content, 5 points for having communication with the teacher, etc." "Our learning objectives provided under the title of learning outcomes are shared with the students for each unit in their books. We also share the aims of exercises performed in the class and talk with out students about learning outcomes"	"Yes, I do …" 103,3 ********** "I would like to learn further on this strategy" 61.3%	Essay writing task I can address disadvantaged people Let's write an essay on disadvantaged people Give the topic and explain the main points Let's write an essay on disadvantaged people's people. Please write your own ideas on the disadvantaged people's problem. You should write an argumentative essay format Let's write an essay. It must be argumentative Write an essay including solutions for disadvantaged people's problems. You will write the essay at least in three paragraphs. You can search on the net about the subject	You will be able to argue surely on solutions for disadvantaged people's problems by using step by step approach for first identifying, then giving solid examples and finally finding solutions for those people Writing an essay about the disadvantaged people's problems and solutions of these problems topic, key words and examples. We should identify the goals and share keywords. We should examine the words in the context. We may present good works about the topic. I can explain by using an outline and giving some sample sentences. I give samples about problem solution I address to the problem. Our topic is disadvantaged people's problems. You need to write an essay including solutions for these people's problems. You can benefit from the sample article in our book. Be careful to write a topic sentence. Support your topic with arguments and examples. Finish your paragraph with a strong sentence including your topic sentences and your opinion. Be careful about the integrity of the meaning, vocabulary and punctuation. Conclude with a strong sentence	Completely changed 3 Change a lot 10 Partially changed 27 No change 7	Very Practical 5 Practical 25 Partial Practical 17 Not Practical 0

	"What do you do for this strategy?"	CHECKLIST RESULTS	TASK RESPONSES BEFORE THE TRAINING	TASK RESPONSES FOLLOWING THE TRAINING	"How do you compare your activities that you prepared before and after the training?"	"What do you think about the practicality of the techniques mentioned during the training?"
Engineering Effective Classroom Discussions and Learning Tasks that Elicit Evidence of Student Understanding	Why could you not understand this question? What will happen next in the text? Are you sure? Think again? Should it be in this way? Is it more precise in that way? When it is used in that way, will it be correct? For instance, I prepare watching activities, I suddenly stop suddenly and ask the students related to the next scene and I enable them to communicate with each other in groups	**"Yes, I do …"** 107,6 ************* **"I would like to learn further on this strategy"** 55.9%	Do you use social media? Which social media tools do you use? Do you like using social media? How much time do you sped for social media? Do you have any social media account? Which age group uses the social media the most? How many friends have you got on social networking sites?	In what purposes do you use your mobile phones? In which different ways can we use social media? In which ways should you write your comment on social media? Can you explain your ideas about social media? What are the positive and negative sides of social media? Which social media tools do you prefer and what is the reason? What do you think about social media? In pairs, think and share the advantages of social media.	**Completely changed** 1 **Change a lot** 10 **Partially changed** 16 **No change** 4	**Very Practical** 6 **Practical** 13 **Partial Practical** 11 **Not Practical** 1

	"What do you do for this strategy?"	CHECKLIST RESULTS	TASK RESPONSES BEFORE THE TRAINING	TASK RESPONSES FOLLOWING THE TRAINING	"How do you compare your activities that you prepared before and after the training?"	"What do you think about the practicality of the techniques mentioned during the training?"
Providing Feedback that Moves Learners Forward	"why did not you understand here?" …to provide feedback for the students' correct answers and to take a note for them and they could influence their final grade. The teacher stated to use exams and oral statements as feedback, and added that exam results were the only way of feedback. … some students showed the teacher their written works to get feedback, and the teacher stated to make some corrections on the sentences and write sample sentences. ….use plus/minus 5 points for participation during the course as feedback. …s/he checked their exam and quiz papers, indicated their mistakes, and wrote some suggestions on; and for their homework and quiz, students were given their answer keys.	**"Yes, I do …"** **108,1** *************** **"I would like to learn further on this strategy"** **55 %**	That's a good essay for a student at your age The information mentioned above is satisfactory The autobiography is also motivating It needs to be improved regarding the author's first attempts to learn English. You should be careful about punctuation.	You could write longer sentences but still this is also very good. In order to tell your feelings, you could add another paragraph. This text is quite clear but you can use shorter sentences for the readers. This text is quite clear but you can use shorter sentences for the readers While passing a new subject, you should write your text in paragraphs.	**Completely changed** **0** **Change a lot** **7** **Partially changed** **7** **No change** **3**	**Very Practical** **1** **Practical** **8** **Partial Practical** **6** **Not Practical** **2**

	"What do you do for this strategy?"	CHECKLIST RESULTS	TASK RESPONSES BEFORE THE TRAINING	TASK RESPONSES FOLLOWING THE TRAINING	"How do you compare your activities that you prepared before and after the training?"	"What do you think about the practicality of the techniques mentioned during the training?"
Activating Students as owner of their Learning	…look over the exam questions and worksheets together with the students …to ask their ideas about the exam results …to expect students to assess their worksheet with the answer key. While the student was doing this, we could say that you knew your strengths and weaknesses, and we could provide some suggestions related to how to improve their weak sides. However, the teacher admitted not to be able to carry out this with all of the students but only with a few.	**"Yes, I do …"** **106,6** **************** **"I would like to learn further on this strategy"** **54.1%**	No idea Peer correction Checklists or questionnaires Questioning, eliciting other answers Using checklist It provides opportunity the students to evaluate themselves Students will determine success criteria Portfolio	Portfolio preparation Preparing rubrics Portfolio task Preparing rubric, self-testing Steps: self-regulation, motivation, and metacognition Using wiser An open-ended question that gets them writing/talking Portfolio task	**Completely changed** **1** **Change a lot** **5** **Partially changed** **13** **No change** **0**	**Very Practical** **Practical** **Partial Practical** **Not Practical**

	"What do you do for this strategy?"	CHECKLIST RESULTS	TASK RESPONSES BEFORE THE TRAINING	TASK RESPONSES FOLLOWING THE TRAINING	"How do you compare your activities that you prepared before and after the training?"	"What do you think about the practicality of the techniques mentioned during the training?"
Activating Students as Instructional Resources for One Another	…peer assessment is useful and positive results can be accomplished. However, …it did not work well in his/her classes.					
	Teacher made students check others' homework, and then the teacher also controlled their homework….this could not become a habit in the first trial, but the teacher continued to use this way for a few months. While the teacher was controlling their works, they explained how they went over the works, and the teacher expected them to do in the same way. So, the teacher aimed to develop their skills of assessing peers' work in the way of imitating what the teacher did during homework control.	**"Yes, I do …"** **89,2** ************ **"I would like to learn further on this strategy"** **55.9%**	Students will change their paper after they finish writing. They will grade their work Share with deskmate and give feedback	End of topic questions student reporter Homework board Homework help board Error classification Student reporter Error Classification	**Completely changed 1** **Change a lot 4** **Partially changed 6** **No change 2**	**Very Practical 2** **Practical 5** **Partial Practical 6** **Not Practical 0**
	…to check peers' homework as how the teacher did it. However, … they could not demand peer assessment from only the students who could gain their trust.					