

ABSTRACTS

EFL Teachers' Writing Assessment Literacy, Beliefs, Practices, and Training Needs: The Context of Turkey

Mohammadreza Valizadeh, Cappodocia University ,Turkey

Abstract

Teachers' assessment literacy, beliefs, and practices contribute to encouraging or undermining students' learning; therefore, investigating such literacy to fulfill the teachers' training needs is essential. This quantitative survey study investigated the current level of Turkish EFL (English as a Foreign Language) teachers' writing assessment literacy (WAL) and identified their training needs in this area. Further, this research explored the teachers' beliefs about different writing assessment methods, general assessment issues in writing classrooms and then scoring accuracy in writing assessment. Moreover, the teachers' writing assessment practices were studied. The participants were 152 Turkish EFL teachers. The data was collected through a questionnaire. A vast majority of the participants (over 90%) expressed their needs for receiving training in all the investigated WAL areas. Nearly half of the teachers (over 45%) reported that they seldom or never integrate writing with other skills, use portfolios, use computer technology, and ask students to do self-assessment. It also seems that there is not enough collaboration among the teachers. The detailed findings regarding the teachers' beliefs in the above-mentioned issues are explained and discussed in the paper. To improve the situation, the shortcomings in the language teacher education programs in Turkey had better be addressed.

ADDRESS FOR CORRESPONDENCE: Mohammadreza Valizadeh, Cappodocia University ,Turkey

E-Mail Address: mrvalizadeh2015@gmail.com