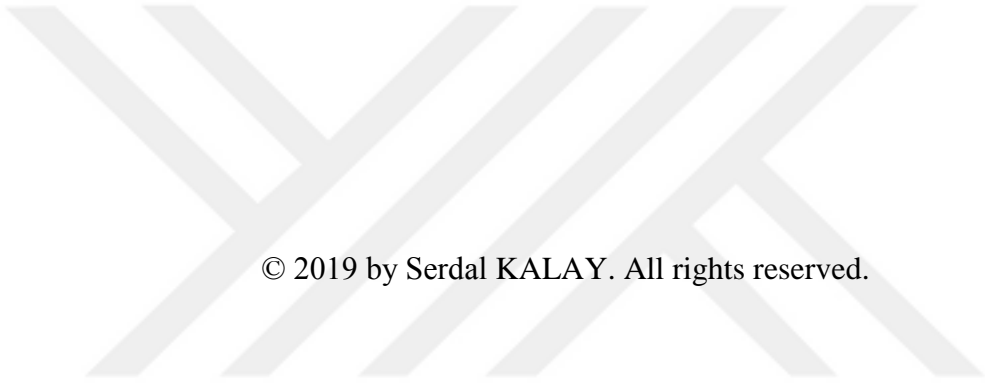**REPUBLIC OF TURKEY**

SULEYMAN DEMIREL UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHERS' VIEWS ON TEACHING AND ASSESSMENT OF WRITING SKILLS AT SECONDARY SCHOOL LEVEL

Serdal KALAY

Advisor: Assist. Prof. Dr. Kağan BÜYÜKKARCI

MASTER'S THESIS

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CERTIFICATE OF COMMITTEE APPROVAL

We certify that this thesis under the title of **"English Language Teachers' Views on Teaching and Assessment of Writing Skills at Secondary School Level"** prepared by **Serdal KALAY** is satisfactory for the award of the degree of Master of Arts in the Department of Foreign Language Education.

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COMMITMENT

I declare that this thesis has been written by taking ethical rules into consideration and by giving all the references cited from the field by referring them in the thesis.

Serdal KALAY

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The aim of this research is to investigate the views of English language teachers on the techniques which they use for teaching writing skills in their classes. Additionally, this study searched English language teachers' views on the techniques which they use for assessing the writing skills of students at secondary school level. Although there have been studies that investigate teachers' practices and attitudes in EFL writing classes, most of the literature has been in high school and tertiary level. In addition, there are few studies that directly address both the teaching and assessment of writing skills in secondary schools. Therefore, this research will contribute to the field by extending the knowledge about how English language teachers teach and assess writing in secondary schools. In this study, both quantitative and qualitative data collection methods were used. The data were obtained from 97 English language teachers working in public and private secondary schools. Two different surveys were administered in the quantitative part of the study. The first survey aimed to measure the techniques that ELT teachers used for teaching writing. The second one aimed to investigate the teachers' assessment techniques for writing. Data collected from both surveys were analyzed with the help of the version 20.0 of SPSS. Besides the surveys, 6 of the teachers were randomly selected in order to have semi-structured interviews together to collect more detailed information regarding the teaching and assessing writing. The analysis results of the quantitative data collected through the first survey demonstrated that teachers preferred teacher-centered and direct instruction methods for teaching writing. When it comes to assessment, teachers' scores were higher in more mechanical, exam-oriented and paper

based assessment tehcniques. The quantitative findings also revealed that gender, teaching experience and the school type do not significantly influence English language teachers' preferences of teaching and assessment techniques for writing at secondary school level. The qualitative findings of the study revealed that teachers' choices of teaching and assessing writing techniques were affected by time, lack of motivation, coursebook contents, lack of in-service training and grading.

Keywords: Teachers' views, Teaching writing skills, Assessing writing skills, Secondary school level

ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN ORTAOKUL DÜZEYİNDE YAZMA BECERİSİNİN ÖĞRETİLMESİ VE DEĞERLENDİRİLMESİ İLE İLGİLİ GÖRÜŞLERİ

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Bu araştırmanın amacı, İngilizce öğretmenlerinin derslerinde yazma becerilerini öğretmek için kullandıkları teknikler hakkındaki görüşlerini incelemektir. Ayrıca, bu çalışma ortaokul düzeyindeki öğrencilerin yazma becerilerini değerlendirmek için İngilizce öğretmenlerinin uyguladıkları tekniklerle ilgili görüşlerini araştırmıştır. Yabancı dil olarak İngilizce öğretiminde, öğretmenlerin yazma becerisini öğretirken yaptıkları uygulamaları ve tutumlarını araştıran çalışmalar olmasına rağmen, literatürün çoğu lise ve yükseköğretim düzeyindedir. Ayrıca, ortaokullarda yazma becerisinin hem öğretme hem de değerlendirme bölümünü doğrudan ele alan az sayıda araştırma bulunmaktadır. Bu nedenle, bu araştırma, İngilizce öğretmenlerinin ortaokullarda yazmayı nasıl öğrettiği ve değerlendirdiği hakkındaki bilgileri genişleterek bu alana katkıda bulunacaktır. Bu çalışmada nice ve nitel araştırma metodları kullanılmıştır. Veriler, kamuya ait ve özel ortaokullarda çalışan 97 İngilizce öğretmeninden elde edilmiştir. Araştırmanın nicel kısmında iki farklı anket uygulanmıştır. İlk anket İngilizce öğretmenlerinin yazma öğretimi için kullandıkları teknikleri ölçmeyi amaçlamıştır. İkincisi, öğretmenlerin yazma için değerlendirme tekniklerini incelemeyi hedeflemiştir. Her iki anketten toplanan veriler SPSS 20.0 istatistik analiz programı kullanılarak analiz edilmiştir. Anketlerin yanı sıra, 6 öğretmen, yazmayı öğretme ve değerlendirme hakkında daha ayrıntılı bilgi toplamak için yarı yapılandırılmış görüşmeler yapmak üzere rastgele seçilmiştir. İlk anket aracılığıyla toplanan nicel verilerin analiz sonuçları, öğretmenlerin öğretmen merkezli ve yazma öğretimi için

doğrudan öğretim yöntemlerini tercih ettiklerini göstermiştir. Değerlendirme söz konusu olduğunda, öğretmenlerin anket sonuçlarının mekanik, sınav odaklı ve kâğıt esaslı değerlendirme yöntemlerinde daha yüksek olduğu tespit edilmiştir. Nicel bulgular ayrıca, cinsiyet, öğretim deneyimi ve okul türünün İngilizce öğretmenlerinin yazma öğretimi ve değerlendirme tekniklerini tercihlerinde istatistiksel olarak anlamlı bir etkisi olmadığını ortaya koymuştur. Nitel bulgular, öğretmenlerin yazma tekniklerini öğretme ve değerlendirme tercihlerinin zaman, motivasyon eksikliği, ders kitabı içeriği, hizmet içi eğitim eksikliği ve notlandırmadan etkilendiğini göstermiştir.

Anahtar Kelimeler: Öğretmen görüşleri, Yazma becerilerini öğretme, Yazma becerilerini değerlendirme, Ortaokul düzeyi

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

EFL   : English as a Foreign Language

ELC   : English Language Curriculum

MoNE   : Ministry of National Education

CEFR   : Common European Framework of Reference for Languages

ESL   : English as a Second Language

ELT   : English Language Teaching

OPERATIONAL DEFINITIONS

To clarify the study and avoid any misconceptions, the terms used in this study are defined as follows:

Receptive language skills: Receptive language skills are the skills in which the meaning is extracted from the discourse. They are listening and reading (Harmer, 2007).

Productive language skills: They refer to skills which mean learners have control over what they are saying or what they are writing. These skills are speaking and writing. In educational manner, students have to produce language by using these skills themselves (Harmer, 2007).

Evidence-based writing techniques: Evidence-based writing techniques refer to writing instruction that uses best practices as determined by research to teach students. They include teaching strategies for planning, revising, and editing, paving students write summaries of texts, permitting students to write collaboratively with peers, setting goals for student writing, allowing students to use a word processor, teaching sentence combining skills, using the process writing approach, having students participate in inquiry activities for writing, involving students in prewriting activities and providing models of good writing (Gilbert and Graham, 2010).

Indirect measures of writing assessment: It refers to the assessment of correct usage of in sentence-level constructions and assess spelling and punctuation via objective formats like multiple choice and cloze tests. Indirect writing assessment measures are more concerned with accuracy than communication (Coombe, Folse & Hubley, 2007).

Direct measures of writing assessment: It is the assessment that evaluating a student's ability to communicate through the written mode based on the actual production of written texts. This type of writing assessment requires the student to produce the content; find a way to organize ideas; and use appropriate vocabulary, grammatical conventions, and syntax. Direct writing assessment integrates all elements of writing (Coombe, Folse & Hubley, 2007).

Teacher made tests: Teacher made tests are tools normally prepared and administered for testing the learning of students, evaluating the method of teaching adopted by the teacher and other curricular programmes of the school.

Imitative writing assessment tasks: They refer to tasks assessing the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system (Brown & Abeywickrama, 2010).

Intensive writing assessment tasks: Intensive writing assessment tasks are the assignmets concerned with a focus on form rather than meaning and context. Meaning and context are of some importance in determining correctness and appropriateness (Brown & Abeywickrama, 2010).

Responsive writing assessment tasks: Brown and Abeywickrama (2010) refers to the responsive writing assessment tasks for assessment of works in which the writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions. There is a strong emphasis on context and meaning in this category.

Extensive writing assessment tasks: They refer to tasks questioning whether the writer achieves a purpose, organize and develop ideas logically, and use details to support these ideas to achieve a final product (Brown & Abeywickrama, 2010).

1.INTRODUCTION

This chapter includes statement of the problem, purpose and significance of the study, assumptions and limitations.

1.1. Statement of the Problem

Writing is one of the basic skills in foreign language education. Many researchers (Demirezen, 1994; Hyland, 2002; Kroll, 1990; O'Brien, 2004; Raimes, 2008; Reid, 2001) agree that teaching writing has always been important in language education. To manage this teaching act while teaching English as a Foreign Language (EFL), teachers must feel comfortable with teaching and assessment techniques that will work for their students. However, having worked at the Turkish secondary education for fifteen years, it has become apparent to the researcher that writing is a challenge for both students and teachers.

Accordingly, Aydın and Başöz (2010) claim that it is difficult to argue if writing competences can be properly acquired by Turkish EFL learners since writing instruction is neglected during the language learning process at primary and secondary schools, except for those schools with intensive language programs. Since only three 40-minute class times are allocated for the teaching of English in the 5th and 6th grades and four 40-minute periods for 7th and 8th grades, the emphasis on teaching writing cannot be appropriately applied in Turkish secondary schools. Exam-oriented classes and grammar or reading-based textbooks are another factors that may cause negative attitudes towards writing in English among learners as well as teachers.

These problems bring out two main concepts which construct the framework of this study; techniques and frequency of application. In order to raise the quality of writing instruction, using different types of activities frequently is important (Gilbert & Graham, 2010). For this reason, this study focuses on the questions which are "What sort of teaching techniques do teachers apply for teaching writing in secondary schools?" and "How often do teachers use these teaching techniques for teaching writing?" As teaching writing includes many kinds of activities and to perform these

activities is up to the time which teachers spend, the researcher found it useful to identify the frequency of the techniques performed during teaching process.

No doubt we have much about the nature, approaches or different practices of writing, but relating the questions above considering teachers' differences in their backgrounds may help to understand the teaching possibilities for writing. Hürsen (2012) reported that age, gender, and teaching experience created a significant difference among teachers regarding their attitude toward their professions, and that effect has an influence on their practices. İpek and Camadan (2012) found that female teachers' positive attitudes towards teaching are higher than those of males.

Apart from the demographic differences such as gender and teaching experience, this study focuses on another question for teaching writing, the effect of school type. In other words, working at public or private school affects teaching writing. Larenas, Moran & Rivera (2011), argues that because of the factors such as experience, preferences, institutional policies and funding, teaching styles of EFL instructors differ between public and private schools. Due to environmental and contextual factors, there is a significant difference among public and private school teachers' practices (Gholami, Sarkhosh & Abdi, 2016).

This research tries to emphasize the significance of assessment in writing process. Assessment is an important part of writing, and assessing is necessary to arrange the writing courses to make them more lively and productive for students. Although asssesment is an important part of writing process, it has sometimes been ignored. If assessment is added just to the end of writing process, it may become a last step for teachers and a bore for students. Teachers will provide variety by practicing different assessment techniques by using it in all steps of writing so that assessment can become a tool for devising materials, preparing lessons and a motivation for the students. To see the framework of what assessment techniques which EFL teachers use regarding their background information may help others to develop new ideas, suggestions, and examples of assessment strategies. In their study, Aydın and Başöz (2010) indicate that age, gender, educational background and language proficiency significantly correlate with teachers' attitudes towards teaching and evaluation of EFL writing. According to Ağçam and Babanoğlu (2016), class hours affect teacher attitudes, and private schools

offer more class hours than public ones. In the light of previous studies, this research will try to find the variety and frequency of assessment techniques which EFL teachers use in secondary school writing classes in terms of gender, teaching experience and school type.

Teachers with their changing roles have different views toward writing. The researcher wants to inquire what techniques teachers use for teaching and assessing writing. Up to the present, many researchers examined the techniques and approaches but few searched both teaching and assessment aspect of writing at secondary school level.

Ministry of National Education (2018) states the aim of foreign language teaching in Turkey is to give adequate education to students on basic language skills namely reading, writing, speaking and listening depending on the learners' foreign language proficiency levels. However, teaching basic skills such as writing can be an issue for both teachers and students in EFL classes. Teachers of English are expected to develop students' writing within the time specified in the curriculum. Therefore, using various and effective techniques is important to raise students' interest for writing. Correspondingly, using appropriate assessment tecniques is also significant to confirm whether teaching aims have been achieved or not.

1.2. Purpose of the Study

This study is intended to investigate the teaching of writing techniques which language teachers follow in their classes. In the field of writing, this paper will help teachers in secondary schools to gain insights into techniques for motivating their students to write. Students at secondary school level show great variations of capacities as they are still developing both linguistically and cognitively. Therefore, offering variety in teaching writing techniques may help students develop their writing capacities. As acquiring proper writing ability is a difficult issue among Turkish EFL students, this study tries to investigate teaching writing practices in secondary schools and explore teachers' assessment techniques in EFL writing lessons. As a second goal, this study will try to find out techniques which language teachers apply to assess the writing skills of students at secondary school level. Assessment is an undeniable motivation for students for their writings. It is as important as devising techniques for teaching writing. If

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teachers keep responding to their students writing, students will have the feeling of admiration and try hard to write better. No matter whether or not to evaluate students' writing for grading, a wide range of assessment will help students to gain interest in writing and develop confidence as a writer. It is in recognition of this need that this study aims to collect the information which covers the areas of techniques for assessment of writing at secondary schools.

Above-mentioned objectives will be investigated in line with the demographic backgrounds of language teachers on their teaching and assessment techniques of writing. In line with these objectives, the following research questions will be sought to be answered:

1. What are the teaching techniques of writing used by teachers of English in secondary schools?
   1.a. Do teachers' teaching techniques for writing change according to their gender?
   1.b. Does teaching experience have an impact on teaching techniques of writing?
   1.c. Are there any differences between the teaching techniques used by teachers in public schools and private schools?
2. What are the assessment techniques of writing used by teachers of English in secondary schools?
   2.a. Do the assessment techniques of writing change according to gender?
   2.b. Does teaching experience have an impact on teachers' writing assessment techniques?
   2.c. Are there any differences between the assessment techniques used by teachers in public schools and private schools?

1.3. Significance of the Study

In educational setting of Turkey, writing skills are taught and tested in English language classes at schools. Undoubtedly, the language teacher is the most important component of teaching process. If a teacher uses suitable teaching techniques and tests his/her students' writing appropriately, students get closer to achievement in language learning. It should be pointed out that teachers' techniques of writing instruction and how often

they use these techniques could be related to their background information including gender, teaching experience and the institutions they work at.

Apart from gender and teaching experience, working in different institutions such as public or private schools may create a difference for teachers in the education system of Turkey. Public or private school difference will create distinctive opportunities to practice teaching techniques of writing. Therefore, this study will also be a challenge to find out if there is a significant distinction between public school and private school teachers' practices in terms of teaching and assessment of writing.

If it is examined with regard to assessment of writing, the usual pattern of classroom assesment at secondary schools in Turkish EFL setting can be explained as follows: Teacher gives a topic and students write something on a paper about it; then the teacher reads, corrects and grades them. Thus, that kind of assessment pattern will be demotivating. However, the assessment techniques given in the survey of this study will give examples for teachers to apply in classes and responses of teachers in interviews will make descriptions of some of the major problems faced by teachers teaching EFL writing at Turkish secondary schools.

Even though there have been studies to investigate teachers' practices and attitudes in EFL writing classes, most of the literature has been in high school and the tertiary level. Besides, little research can be found that directly addresses both teaching and assessment part of writing in secondary schools. In this regard, this study will reveal English language teachers' techniques for teaching writing as well as the assessment practices. Therefore, the present study will give the teachers of the field and researchers a roadmap for correction of our missing aspects in the teaching of writing.

Additionally, this study will also provide important contribution to the field of English language education in the context of Turkey because of limited number of research conducted that compared public and private school teachers' teaching practices of writing. For that reason, this research will contribute to the field by extending the knowledge about how EFL teachers teach and assess writing in secondary schools.

1.4. Assumptions

In this study, the researcher assumes the instruments to be used will elicit reliable answers. The techniques for teaching and assessing writing in surveys are presumed to be effective and can be used to help improve teaching writing and assessing writing in EFL setting of Turkish secondary schools.

Survey items were modified according to the results of the pilot study, so it is assumed that the respondents will fully understand the questions they will be asked. Contact number of the researcher was shared with the participants so teachers could always keep in touch with the researcher to ask any questions about items.

The researcher assumes that some teachers might not respond to the surveys so he duplicated 100 surveys to avoid inconvenient positions. Since there is no official enforcement to answer questions, it is assumed that the respondents provide honest expressions of their knowledge. Thus, it will be shown that the results can help improve the teaching writing perspective of teachers and that the assessment process can also work well with Turkish EFL secondary school students.

1.5. Limitations

This study contains several limitations which might restrict the generalizability of the results. Firstly, it aims at giving insights about teaching writing and assessing writing. Thus it is limited to a specific language skill and will not be generalizable to all areas of teaching English.

Second, it is limited with 97 teachers from public and private secondary schools since data were collected in Turkish EFL setting of Isparta city of Turkey, so the results of this study cannot be generalised for all population of teachers and contexts where English is instructed as a foreign language.

Third, this study is only limited with the data obtained by a teaching writing survey, a writing assessment questionnaire and a semi-structured interview. It should be noted

that the surveys and the interview did not ask teachers about all possible writing or assessment activities at secondary school level.

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

This chapter will present the conceptual framework of teaching writing in EFL and assessment of writing in EFL at secondary school level. Furthermore, related research in foreign language education will be given for each main concept: teaching writing and assessing writing.

2.1. Language Skills in EFL Education

The purpose of creating languages is to communicate, and learning a language requires mastering different language skills. In this regard, to communicate effectively, we need to be able to listen, read, speak and write. Listening and reading are receptive skills. In receptive skills, meaning is extracted from the discourse. Speaking and writing are productive skills which means learners have control over what they are saying or what they are writing. In educational manner, students have to produce language by using these skills themselves (Harmer, 2007). In other words, learners use grammar structures, vocabulary lists, heard and repeated sounds of a foreign language in order to form linguistic outputs shaped by age, background, education and life experience.

In order to learn a language, listening is the first skill to master. Learners cannot acquire anything without the input which listening supplies (Hamouda, 2013). In EFL context, listening comprehension is an immensely integrative skill and it plays a vital role in the process of language learning, promoting the rise of other language skills. As a result, consciousness and formation of proper listening comprehension strategies can aid learners to benefit from the language input they are receiving (Vandergrift, 1999). More input of linguistic material and linguistic knowledge ensure more accurate, more fluent and more various writing output.

Susser and Robb (1990) mention that reading is one of the most emphasized skills in traditional EFL teaching. Through reading, students can enhance their vocabulary, and this helps them gaining proficiency in other language skills. Reading is therefore the basis for writing. Reading and writing depend on similar kinds of knowledge about language, content, organization and structure. Through a lot of reading, students can broaden their thinking and enrich the writing content.

Speaking skill is performed via vocabulary, grammar rules, rhythm and intonation. According to Hossein (2015), speaking is more complicated than it seems and involves more than pronouncing words. He says, 'Speaking is probably the language skill that most language learners wish to perfect as soon as possible' (Hossein, 2015, p.10). According to Matin (as cited in Hossein, 2015), fluency in speaking is a measure of proficiency in a language. Speaking and writing are interrelated and cause positive transfer each other. More speaking enables the students to be more familiar with the linguistic material. In other words, what is used often in speaking will be used fluently in writing (Nan, 2018).

Writing is a challenging skill to be acquired in language learning. The importance of writing is better understood when we think writing is the second way of communication after speaking. Considering that all language skills affect each other, development of writing skill depends on the positive transfer made among the skills (Nan, 2018). 'Students need to know how to write letter, how to put written reports together, they need to know some of writing's special such as punctuation, paragraph construction etc. just as the need to know how to pronounce spoken English appropriately' (Harsyaf, Nurmaini & Zakhwan, 2009, p.4).

2.1.1. Writing in foreign language teaching

Writing is a way of communication. According to Byrne (1988) writing is the activity to use graphic symbols such as letters or the combinations of letters which relate to the sounds people make when speaking. In this manner, writing can be said to be the act of forming these symbols. However, writing is not just to form graphic symbols just to produce some sounds. Writing involves more than that, it is the act of arranging the symbols according to certain conventions to form words and the words have to be arranged in such a way to form sentences (Wulandari, 2012).

According to Graham and Perin (2007), writing well is a necessity and not just an option for young people. Writing is an essential skill in our everyday lives and that makes it really an important aspect of foreign language teaching. Aziz (2011) states that "The writing skill is important because it is a good way to reinforce what students have learned and enrich them with new vocabulary in written form" (p.371). Although

teachers consider writing as a difficult skill to teach, teachers of English language include writing skills in the syllabus because this is an essential element for students' academic success (Kellogg, 2008; Özbay, 2004).

According to Kurniasih (2011), in primary education, EFL teachers make their students progress from simple words and phrases, to short paragraphs about themselves or about very familiar topics such as family, home, hobbies, friends, food etc. Students are not capable linguistically or intellectually of creating a perfect written text at this level. Therefore, providing a model on which students can base their own works is important. Teachers generally apply the writing activities at the end of a unit so that students have been exposed to the language, structure and vocabulary they need.

2.1.2. Teaching writing in Turkish educational setting

In educational setting of Turkey, writing ability is taught and tested at schools as a part of English language teaching. Ministry of National Education (MoNE) designs and gives out a curriculum. English Language Curriculum (ELC) aims to make learning English interesting, engaging and fun, taking into account the diverse needs of students at different developmental levels (ELC, 2018).

Based on the curriculum mentioned above, the students at secondary education level are expected to be able to write simple, descriptive texts, organize the paragraphs well, use the correct grammar or sentence structure, use the correct word choice or vocabulary, and use the appropriate spelling, punctuation, and capitalization. Teachers implement various activities and techniques to realize writing instruction considering the specific needs of the course, students' level and learning styles (Wulandari, 2012).

Onbaşı (2014) states that writing is considered one of the challenging skills to teach for many language teachers in Turkish EFL context. According to her, the teaching of writing skill itself can be more difficult to teach when compared to the other skills (reading, listening, speaking, grammar).

Yıldırım (1991) points out the difficulty in improving writing skills specifically in large classes. Writing requires much more effort from teachers to engage the students to write

in another language. In other words, to have students achieve writing tasks, teachers are to develop skills and techniques to motivate both their students and themselves.

Atay and Kurt (2006) carried out a study to explore the writing anxiety of prospective teachers of English in Turkish EFL context. They found out that teachers had average or high writing anxiety and some difficulties in terms of organization and production of ideas while writing in English. While teachers of English have anxiety towards writing, a similar situation may also become inevitable for students. Kırmızı and Kırmızı (2015) conducted some research in Turkish EFL context and reported that students had moderate levels of writing anxiety and the main causes of anxiety were determined as time related issues and teachers' negative evaluation.

On the other hand, teachers have a curriculum to follow in Turkish EFL context. Turkey has its own rules and curriculum on teaching of English skills like other countries whose mother tongues are not English. As stated in the English Language Curriculum for 2nd-8th Grades (ELC), writing is one of the language skills that must be taught in primary, secondary and high school education. In English Language Curriculum, (ELC 2018), specifically for 5th and 6th grades, writing skill is defined as limited. According to English Language Curriculum, limited writing refers to short and simple written texts and materials. In the 7th and 8th grades, students who have formed the necessary foundation for an understanding of literacy issues will then be exposed to reading and writing as an integral aspect of language learning. These grades' writing skills are defined as theme based in the curriculum.

> Theme based instruction is characterized by the following: a highly contextualized language learning environment; language use and lexis centered around the topic; and skills and activities integrated by the theme selected, with the topic of instruction (e.g. scientists, geography, responsibilities at home, etc.) serving as a connecting thread and targeting meaningful situation-based learning. (ELC, 2018, p.10)

In designing the new English language curriculum, the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were closely followed. The CEFR particularly stresses the need for

students to put their learning into real-life practice in order to support fluency, proficiency and language retention (CoE, 2001); accordingly, the new curricular model emphasizes language use in an authentic communicative environment. The proficiency levels for 5th and 6th grades are identified as A1.1 and A1.2. 7th and 8th classes are labeled as A2.1. According to the CEFR, for these levels overall written production and creative writing competence are given. In other words, there is a guideline for teachers indicating what to teach for writing. However, teachers can develop a variety of approaches, techniques and activities for the teaching of writing. These points are related to the issue of process of writing.

In their study 'Teaching Writing to Elementary Students in Grades 4-6: A National Survey', Gilbert and Graham (2010) found out that teachers use various teaching writing strategies for

- Planning (exploring a topic and plan the structure and content of the eventual piece of writing during the prewriting stage),
- Revising/editing (changing information in order to make your ideas clearer, more accurate, more interesting, or more convincing / fixing any problems in grammar, punctuation, and sentence structure),
- Paragraph construction (combining sentences to represent a main idea)

The survey questions of their study also include the teaching of following skills:

- Summarization (a synthesis of the key ideas of a piece of writing, restated in your own words),
- Spelling (correct order of the letters in a word),
- Handwriting (the writing done with a writing instrument, such as a pen or pencil, the form of writing peculiar to a particular person)
- Typing (the action or skill of writing something by means of a word processor which is a software or a device that allows users to create, edit, and print documents).

Teachers were also asked about the specific teaching techniques, including

- The process writing approach (an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. It lets students manage their own writing),
- Direct instruction of writing skills (using explicit and systematic instruction to improve the writing, editing, and spelling skills of students),
- Sentence combining (joining two or more short, simple sentences to make one longer sentence),
- Inquiry (investigating and collecting data when writing a text)
- Studying and imitating models of good writing (studying the sentences and passages of favourite authors to practice writing your own sentences),
- Verbal praise/reinforcement (using statements communicating the value of student work or behavior by expressing approval / encouraging students for their works by offering a reward).

The techniques of teaching writing which have been mentioned in Gilbert and Graham's (2010) survey will be discussed in this study considering whether English language teachers apply in secondary education level of Turkey.

2.1.3. Related studies

At high school level, Yıldırım (1991) studied writing skills in large classes in high schools through group and pair work. She carried out her study to find out the role of pair and group work techniques in improving writing skills, specifically composition organisation in large classes. In results of the study, students studying in pairs and groups achieved more organized compositions in their writing works.

Adıgüzel (1998) researched the effect of the process approach to teaching writing on Turkish students' writing skills and overall language proficiency in EFL. In his experimental study, Adıgüzel conducted pre- and post-tests to determine the effects of treatment on the subjects' writing skills, and to see its effects on students' overall language proficiencies, he used a multiple-choice post-test. Multiple-choice test showed

the groups were equal in grammar, but examination of pre-and post-test compositions indicated a significant difference in favour of the experimental group. The treatment proved to have a significant effect on vocabulary level. Groups were post-experimentally equal in reading comprehension. With respect to the effects of the treatment on writing skills, the experimental group were found to have written significantly more cohesive texts and had a significant linguistic improvement. Thus, Adıgüzel underlined the importance of process approach to teach writing.

Çamlıbel (2007) checked the effects of reading on the improvement of writing skills. The purpose of the study is to investigate the relationships between reading of general texts, passages, authentic texts (such as magazines and newspapers) and their effects on the writing skills of 11th grade language classroom in Muş Anatolian Teacher's High School. Çamlıbel mentions that the more students read, the more talented they are in writing, and improving reading skills strongly has an impact on the improvement of writing skills.

Köroğlu (2011) investigated the effects of project-based and porfolio based learning on high school students' reading and writing skills in English. In her quantitative study, Köroğlu carried out her study in Baki-Ayşe Simitçioğlu Anatolian High School in Kayseri with 120, 10th grade students. The results indicated that when the project-based learning and porfolio assessment methods were used seperately, they could be effective in developing both reading and writing skills of the students in English. When they were used together, they could affect the development of both reading and writing skills of the same students in a more positive way. Therefore, it can be concluded that if project-based and porfolio assessment methods are used together in the classes, it will be more effective than using them seperately.

Bağçeci (2015), explored the development of writing skills through drama in English as a foreign language (EFL) classroom in Buca Science High School, İzmir, Turkey. The study was carried out in Buca Science High School, İzmir, Turkey. The participants were the 9th grade students who took seven hours of English classes during the study. Bağçeci analysed the attitudes and perceptions of the students towards drama activities in writing classes. The results of the analysis of the questionnaires, reflection papers, and teacher field notes showed that drama activities in writing classes had a positive

effect on the performance of students in the activities and they increased the motivation of students.

According to Babayiğit (2015) young adult learners have a great instinct or capacity to conduct tasks for different purposes. In order to support this idea, Babayiğit aimed to help and improve writing skills of young adult learners by using a portfolio including different tasks. He conducted interviews with teachers and questionnaires with students about the problems in English learning at the beginning. In the end, students had post-questionnaires to express their ideas on the role of portfolio usage. The participants were sixty high school students. As a result, he found that the young adult learners have boosted their vocabulary, critical and creative thinking as well as, analyzing, reasoning, deducing, self-awareness skills.

At university level, Şenkaya (2005) examined the academic success differences in preparatory classes using critical thinking skills on the development of writing skills. The research was conducted with 40 students from two preparatory classes whose averages were the same. The data were collected through 'rating scale' developed by the teachers employed in Testing and Evaluation Department of the school. She found out that there was a significant difference between the grades received from the language use section by the students in the class which used critical thinking skills for developing writing skills in a foreign language and the class which used only traditional approach.

Yeşilyurt (2008), checked on self-determination approach to teaching writing in pre-service EFL teacher education. In his study, both quantitative and qualitative data were collected from 275 students of the English Language and Literature Department of Faculty of Arts and Humanities and the ELT Department of Kâzım Karabekir Education Faculty of Atatürk University. The results demonstrated that higher basic need satisfaction levels, perceived autonomy support, and perceived writing competence were strong predictors of both higher self-determined motivation and greater success in writing courses. The qualitative data demonstrated that participants thought that the right to choose the activities and topics in writing courses, variety of creative writing, provision of informative feedback, and low populated classrooms were important factors influencing their motivation and success in writing courses.

Ateş (2013) looked for the ways to reduce foreign language anxiety of prospective EFL teachers. Ateş searched the writing anxiety not only from the perspectives of prospective teachers but also from the viewpoints of the English Language Teaching (ELT) instructors as well. There were two groups of participants in her study; one was prospective English teachers themselves, and the other was ELT instructors. According to the results, the ELT instructors thought that prospective EFL teachers' writing anxiety originated from linguistic factors, cognitive factors, affective factors, teaching procedures and student behaviour.

Gümüş (2002) studied teachers' attitudes and understandings towards process writing in the School of Foreign Languages at Muğla University. She aimed to start a possible future implementation of process writing in the school. Gümüş studied with 34 teachers and used a questionnaire consisting of 46 questions looking at the teachers' reported teaching practices, their attitudes towards process writing and understandings of a process writing approach to writing instruction. The researcher found out that teachers had positive attitudes towards process writing; however, their understanding of process writing is limited and almost none of the teachers had experience with the process writing approach.

Gilbert and Graham (2010) surveyed the writing practices of 300 elementary teachers across the United States. Teachers were asked possible writing activities they use in grades 4-6. Findings showed that contemporary writing instruction is in need of reform and teachers must assign a broader range of writing activities to their students. In addition, researchers reached the conclusion that teachers must devote more time to teaching writing to their grade 4-6 students.

In her study with 98 English teachers and 307 students, Onbaşı (2014) investigated English language teachers' self-efficacy in writing instruction in terms of classroom management, student engagement and instructional strategies. The results showed, in terms of gender, female teachers were more efficacious in engaging their students in writing than male teachers. The findings also indicated that teachers with a 6-10 year writing experience were more efficacious in terms of instructional strategies and student engagement. The study revealed that highly efficacious teachers had more strategies,

apply new teaching techniques and had more positive attitudes and focus on content than low efficacious teachers.

There are few studies that specifically examine secondary school teaching writing. Sığınç (2008) described the types and sources of errors in language learning and teaching process in a foreign language context as well as presenting the developmental process of language learners in terms of error analysis through their written works. The results showed that most of the students' errors increase in grade 7. In grade 8, the students' errors decreased. In two error types, the percentage of errors decreased in both grades 7 and 8. These error types are wrong pronoun usage and L1 transfer errors. It is also important to state that in article, rule-restriction and missing preposition errors, students did not make any errors in grade 8. The results also suggest that linguistic causes of errors are based on two categories: interlingual and intralingual errors.

Bartan (2017) studied with 7th grade students applying 'Read for Writing' model. He investigated the success scores between experimental and control groups. The study revealed that there was a significant difference in favour of the experimental group. Students in that group showed success in terms of organization, content and communicative achievement of the texts. Lastly, the study found that participants' views on the 'Read for Writing' model were generally positive.

2.2. Assessment in EFL Education

In foreign language education, assessment and teaching are intertwined concepts. Since assessment is an inseparable part of learning and teaching process, teachers spare a significant amount of time to assessment activities (Ölmezer-Öztürk & Aydın, 2018). According to Chen (2003), any technique, tool or strategy that teachers use to elicit evidence of students' progress toward the stated goals can be described as assessment.

Teachers need to know different assessment techniques in accordance with the needs of their students to build a creative classroom assessment. Teachers need to apply not only traditional assessment activities including pencil and paper test forming and grading but also alternative assessments focus more on motivating students to take more responsibility for their own learning, and intend to make assessment an integral part of

the learning experience. This kind of assessment stimulates student abilities to create and apply a wide range of knowledge rather than simply engaging in acts of memorization (Zhang, & Burry-Stock, 2003).

According to Mckay (2006), teachers can assess learners to identify students' strengths and weaknesses and use the results of the assessment to make decisions about what to teach next and what they need to revise. Teachers use assessments to provide evidence of student progress in a formative way and also classroom assessment can be summative. Students can be given a mark or a grade at the end of the school year.

Teachers' classroom practices changed a lot within years with increasing interest in testing and assessment (Hargreaves, Earl, & Schmidt, 2002). Rather than applying a single assessment method, teachers are expected to apply different assessment techniques to adapt teaching and learning to meet individual student needs. According to Earl (2003), teachers are to prefer assessment for learning in other words formative assessment. When all these opinions were evaluated, the common point is that teachers must recognize different purposes of assessment and use them accordingly (Green & Mantz, 2002).

2.2.1. Assessment of writing in foreign language education

After finishing the writing instruction, teachers become engaged with another question of how to assess writing. What techniques of evaluation can be used to assess the written product? Should the assessment be summative, diagnostic or formative? What types of scoring should I use? Depending on what is being targeted, the answers of the questions will differ.

O'Malley and Pierce (1996) point out the nature of writing assessment in schools. According to O'Malley and Pierce (1996), teachers give their students writing assignments on various topics and assess them according to the message in writing sample, clarity and organization and mechanics such as spelling, capitalization, and punctuation.

In the field of writing assessment, two major approaches have been identified; indirect and direct approach (Coombe, Folse & Hubley, 2007).

2.2.1.1. Indirect measures of writing assessment

Coombe, Folse and Hubley (2007) defines the indirect measures of writing as follows.

> It includes the assessment of correct usage in sentence-level constructions and assess spelling and punctuation via objective formats like multiple choice and cloze tests. These measures are supposed to determine a students' knowledge of writing sub-skills such as grammar and sentence construction, which are assumed to constitute components of writing ability. Indirect writing assessment measures are more concerned with accuracy than communication. (Coombe, Folse & Hubley, 2007, p.71.)

2.2.1.2. Direct measures of writing assessment

According to Coombe, Folse and Hubley (2007), direct measures of writing assessment includes the following features.

> It assesses a student's ability to communicate through the written mode based on the actual production of written texts. This type of writing assessment requires the student to produce the content; find a way to organize ideas; and use appropriate vocabulary, grammatical conventions, and syntax. Direct writing assessment integrates all elements of writing. (Coombe, Folse & Hubley, 2007, p.71.)

In assessment of writing skill, EFL teachers may prefer both indirect and direct measures of writing assessment. According to the research conducted by Özbay (2004), EFL teachers are most keen on correcting grammar and organization errors. However, in her mastery thesis, Akçay (2015) found that more than half of the teachers in the study, use selective feedback and less concerned with grammar and vocabulary.

Cheng, Rogers and Hu (2004) surveyed ESL and EFL teachers' writing assessment methods in their research. It was a mail survey study which tackled the issue of how

ESL/EFL teachers from Canada, Hong Kong, and Beijing assessed their students in reading, writing, listening, and speaking. In Cheng, Rogers and Hu's (2004) study, writing assessment methods can be categorized into instructor-made assessment methods, student-conducted assessment methods, and standardized tests (non-instructor developed). Instructor-made assessment methods refer to those assessment methods designed and administered by instructors, whereas student-conducted assessment methods are those that directly involve students' participation in the assessment process. Cheng, Rogers and Hu (2004) stated that they have chosen to use the term 'instructors' to refer to those who are teaching ESL/EFL at the tertiary level, and the term 'teachers' to refer to those who are teaching in the school system.

In her study, Chen (2016) modified the items from Cheng, Rogers and Hu's (2004) survey and specified the assessment methods of writing used by EFL writing teachers. Assessment methods in Chen's (2016) survey contain the teacher made tests including true-false items, matching items, multiple choice items, editing a piece of writing such as a sentence or a paragraph, and short answer questions. Apart from teacher made tests, the items of the survey include the techniques of paragraph writing, essay writing, term project, student journal, peer assessment, self assessment, student portfolio, and standardized writing tests.

2.2.1.3. Assessment methods in writing instruction

True-false items. Teachers can use true-false assessments to present a sample of written language and want students to respond to that language by selecting one of two choices, true or false. True-false assessments provide simple and direct indications of whether a particular point has been understood because students choose the correct answer from two alternatives. However, large guessing factor is a problem for true-false assessments. In fact, the examinees have a 50% chance of answering correctly even if they do not know the answer. Teachers may overcome this problem by writing enough items (Brown & Hudson, 1998).

Matching items. In matching activities, students match the words, phrases, or sentences in one list to those in another. Matching has the advantages of low guessing factor and

the compact space needed; however, matching can only measure students' receptive knowledge of vocabulary (Brown & Hudson, 1998).

Multiple-choice items. To reduce the risk of crossing over into the area of reading assessment, the items in multiple choice questions should have a follow-up writing component so that they can serve as a formative reinforcement of spelling conventions (Brown & Abeywickrama, 2010).

Editing a piece of writing such as a sentence or a paragraph. Sentence writing or editing is also included as part of writing assessment by language teachers. If the emphasis on the basics is probably necessary, teachers may feel the need to teach the building blocks of English writing in entry-level writing courses (Chen, 2016). As an after writing activity, editing a paragraph can be used to make sentence-level changes apart from word-level changes. Revising and recomposing sentences to build a persuasive paragraph may help students to develop their writing and also comment on the written work of themselves and other students (O'Malley & Pierce, 1996).

Short answer questions. Short answer questions are reading-writing integrated assessment tasks. The answer types range from the simple and predictable ones to more elaaborate responses. Reading is necessary to understand the directions but is not crucial in creating sentences (Brown & Abeywickrama, 2010).

Paragraph writing. Sedita (2013), states that a paragraph is a combination of sentences that represents an idea. According to Sedita, teachers should teach students that a paragraph is built around a major idea, that the main idea can be stated in a topic sentence, and that the supporting sentences contain details related to the main idea. For a new main idea, writer should skip a line to start a new paragraph. Paragraphs can be introductory (introducing the topic), body (presenting the main ideas with supporting details), and concluding (summing up the writing).

Essay writing. Many teachers prefer essay tests to evaluate students' productive language use such as the use of vocabulary words and grammar structures to convey their ideas, opinions, or arguments. The given essays may be narrative essays (the writer tells a story about a real-life experience), descriptive essays (a writer might describe a

person, place, object, or even memory of special significance), expository essays (the writer explains or defines a topic, using facts, statistics, and examples) or persuasive essays (the writer tries to convince the reader to accept a point of view or recommendation). Besides, ability to logically and clearly organize a writing can also be measured (Tran, 2012). Essay exams have a good effect on students' learning because they do not memorize facts but try to get a broad understanding of complex ideas to see relationships. One of the qualities of the essay test is that it allows students to think outside the box. Students have an opportunity to discuss and express their feelings and viewpoints as well as sharing their life experiences (Jacob, 2010).

Term project. Teachers can assign performance-based assessments to the students as term projects. Project or performance assessments may include various real-life, authentic tasks so that they allow using productive and observable skills such as speaking and writing (Brown & Abeywickrama, 2010). Students can use all four skills in the case of a project work. If the tasks are consistent with course goals and curriculum, students and teachers are likely to be more motivated to perform them.

Student journal. Journal writing can be defined as the recording of daily events, personal reflections, questions about the environment, and reactions to experiences (Dyment & O'Connell, 2003). Journal writing has the potential to promote critical thinking. It reinforces the importance of writing across the curriculum with an emphasis on process rather than product, allows for personal expression, and serves as a record of thought (Williams, 2006).

Peer assessment. Students evaluate each other's writing and this eases the burden on teacher for evaluating every paper that each student produces. Teacher can direct students by asking questions which enable students to share impressions with their peers. Some form of feedback may facilitate teachers' and students' work while evaluating process (O'Malley & Pierce, 1996).

Self assessment. Teacher gives specific and effective feedback to students about what they need to improve their writing. Simple checklists can help students to revise their writing (Sedita, 2013). Self assessment enables autonomy and develops students'

intrinsic motivation. It creates a desire for the successful acquisition of any set of skills (Brown & Abeywickrama, 2010).

Student portfolio. Portfolios are parts of the complete learning cycle, and products that show what students can do (Sajedi, 2014). Portfolio assessment has a significant effect on writing skills of students of secondary school language preparatory class in Turkey (Yurdabakan & Erdoğan, 2009).

Standardized writing test. In his study, Anson (2008) states that standardized writing tests in which students are asked to respond to pre-determined outcomes based on routine structures. He challenges the assumption that knowledge based on routine writing skills and assignments can transfer to more diverse writing abilities, genres, and experiences. He explains that "Proficiency in writing is not a matter of simply mapping a discrete set of learned skills onto new tasks in unfamiliar contexts; it requires the kind of rhetorical, discursive, and textual flexibility and sensitivity that we hope our programs and courses provide" (Anson, 2008, p.114-115). Cheng, Rogers and Hu (2004) classified student journal, peer assessment, student portfolio and self assessment as student-conducted assessment methods.

Apart from these assessment methods, when the proficiency level of secondary school students is taken into account, some other assessment tasks can be added to the writing assessment methods. Brown & Abeywickrama (2010) mentioned assessment tasks for imitative writing and intensive (controlled) writing. Brown & Abeywickrama (2010) refers to imitative writing for fundemantal, basic skills of writing such as writing letters, words, punctuation and very simple sentences. In controlled writing, beyond the fundemantal writing skills, meaning and context are of some importance in determining correctness. However, most controlled assessment tasks are more concerned with a focus on form. In Brown's categorisation, responsive and extensive writing performance types are not related to our study because of their advanced level natures.

2.2.1.4. Imitative writing assessment tasks

Imitative writing includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. Brown & Abeywickrama

(2010) states that form is the primary concern, while context and meaning are of secondary concern at this stage. Tasks which belong to this category are as follows:

- Copying (copying letters or word which are given),
- Cloze selection (writing the missing words in blanks by choosing from a list),
- Picture-cued tasks (writing words to represent the given familiar pictures),
- Form completion (filling out simple forms that asks for name, address, phone number and other data),
- Converting number and abbreviations to words (writing out numbers and abbrevitions to recognize them and stimulate handwritten English).

2.2.1.5. Intensive writing assessment tasks

In intensive (controlled) writing, meaning and context are of some importance in determining correctness and appropriateness, but most tasks are more concerned with a focus on form (Brown & Abeywickrama, 2010). Intensive writing includes the following tasks.

- Dictation (the rendition in writing of what one hears aurally),
- Grammatical transformation (changing the tenses, changing statements into questions or vice versa, changing from active to passive voice etc.),
- Vocabulary assessment (guessing and writing the definition of a word or using it in a sentence),
- Ordering (reordering words in a sentence),
- Sentence completion (predicting and writing the appropriate sentences in a writing piece like a conversation),
- Paragraph writing (writing and grouping sentences by creating a single idea; with a topic sentence, sentences that support the main idea of that paragraph, and a consistent flow).

2.2.1.6. Responsive writing assessment tasks

Brown & Abeywickrama (2010) refers to the responsive writing for works in which the writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions. There is a strong emphasis on context and meaning in this category. Tasks can be listed as follows:

- Brief narratives and descriptions
- Short reports
- Lab reports
- Summaries
- Brief responses to reading
- Interpretations of charts or graphs

2.2.1.7. Extensive writing assessment tasks

According to Brown & Abeywickrama (2010), extensive writing implies successful management of all the processes and strategies of writing for all purposes. Writer focuses on achieving a purpose, organizing and developing ideas logically, using details to support these ideas to achieve a final product. Focus on grammatical form is limited to editing or proofreading of a draft. Extensive writing contains the following tasks.

- Essay writing
- Term paper
- A major research project report
- Thesis

For both teaching and the assessment parts of writing instruction, teachers' role is very important. Given the significance of the teacher's role, there is a need to know more about what teachers actually do in EFL writing lessons when charged with applying a new approach of teaching writing, on what basis they resist or accept the innovation, and the extent to which they see themselves as agents of change (Carless, 2011). When all of these suggestions and studies are taken into consideration, it is seen that there is a need for a study on writing skill which includes teaching and assessment parts in it.

2.2.2 Assessment of writing in Turkish educational setting

Writing assessment meets an important purpose by enabling teachers to monitor students' progress and determine if changes in instruction are required to meet students' needs. In nature of writing assessment teacher judgement always plays an important role (O'Malley & Pierce, 1996). However, assessment of writing is not a simple task. Language teachers need to be clear about their objectives and criteria. What is wanted to be tested can be assessed through a variety of tasks which are suitable for the chosen objectives (Brown & Abeywickrama, 2010).

According to Köksal (2004), there is insufficient training in terms of assessment meanly in testing in Turkey. In order to choose the assessment practices, teachers commonly use the pathway which is shown through the curriculum. The study of Öz and Atay (2017) for assessment in Turkish EFL context revealed that, although most of the teachers were familiar with basic classroom assessment, when it comes to classroom practice, there is an imbalance between assessment literacy and classroom reflection.

In Turkish educational setting, English Language Curriculum for 2nd-8th Grades (ELC) caused changes in language assessment because the new curriculum was arranged according to Common European Framework References of Languages (CEFR). Different types of assessment were included in language teaching.

The theoretical frame of testing, assessment and evaluation processes is primarily based on the CEFR, in which various types of assessment and evaluation techniques are emphasized. The curriculum includes alternative assessment techniques and process based assessment. Additionally, self-assessment and formal evaluation will be carried out through the application of written and oral exams, quizzes, homework assignments and projects in order to provide an objective record of students' success.

Each unit in the curriculum includes a list of achievements to be met by the students; this will be converted to self-assessment checklists which ask students to assess their own learning from an action-based perspective. Writing skill can be evaluated through formative and summative assessment practices beginning from the 4th grade. The

curriculum offers tests to have consistency with the objectives of the course, and to have positive washback for the students.

ELC suggests teachers to expand their assessment techniques for diagnostic, reflective and assessment purposes. It requires a rich variety of testing techniques to assess students' language proficiency, to help students observe their learning pace. In addition, teachers should use various techniques to facilitate instructional process by shaping how students study English outside the classroom, especially for lower secondary education (from 5th grade to 8th grade).

2.2.3. Related studies

Cizek, Fitzgerald and Rachor (1996) surveyed 143 American elementary and secondary school teachers concerning their assessment practices, but they were not able to identify "strong predictors of differential assessment practice" (p. 173). Their findings indicated that teachers' classroom assessment practices varied, but not necessarily according to such contextual factors as gender, years of teaching experience, practice setting or knowledge of district assessment policies. They concluded that the grades teachers assign to their students appear to be based on a potpourri of assessment methods (e.g. multiple-choice, completion items, short problems, short essays, long essays, or projects) that vary from district to district, from teacher to teacher within a district, and even from student to student within a classroom (Cizek, Fitzgerald & Rachor, 1996, p. 174).

Likewise, Bol et al. (1998) found differences among the assessment methods used by elementary, middle and high school teachers in their questionnaire survey study with 893 teachers in 34 schools. In their study, elementary school teachers reported they used alternative assessment strategies significantly more often than high school teachers.

Rea-Dickins and Rixon (1999) asked teachers what methods they used to assess their young learners. The results showed that teachers used grammar and vocabulary tests, single sentence exercises, gap-filling, vocabulary matching. However, they mentioned that the types of tasks and tests described might not be the best in terms of motivating and stimulating young learners.

Mede and Atay (2017) conducted a research with 350 participants by adapting a questionnaire from Vogt and Tsagari (2014). They analyzed the testing practices of Turkish EFL teachers. It was found that the teachers were not competent with testing productive and receptive skills along with integrated skills which showed their need for further training in these fields. The only area teachers were comfortable with was testing microlinguistic aspect of a language; in other words, grammar and vocabulary.

Kibar (2018) studied with pre-service and in-service English teachers and asked to describe their perceptions of assessment in the classroom. It was found that both pre-service teachers and in-service teachers had positive attitudes towards classroom based language assessment. In her study, while no significant difference was found according to the participants' gender, teaching experience of teachers had been discovered to create a significant difference.

Sole (2018) analyzed rater negotiations as a way to resolve score discrepancies in writing assessment. The participants were 30 Turkish EFL teachers from a language school of an English-medium university in Turkey. The results showed that a majority of the raters were fluency oriented in the examined cases. However, for the cases where linguistic features of the test takers' essay frequently reported to be problematic, an overriding effect of accuracy was observed.

Han (2013), analysed the impact of rating methods on the variability and reliability of EFL students' classroom-based writing assessments in his doctoral dissertation. In the experimental study, 72 EFL papers were scored holistically and then analytically by ten raters who received a detailed rater training. In the natural context of the study, the same 72 EFL papers were rated by nine raters from more universities who were only oriented to using the same rubrics. Overall, the findings provide evidence holistic scoring, therefore, could yield reliable and dependable results as analytic scoring if a detailed rater training is applied. The findings raise an important issue about how to improve classroom-based high-stake writing assessment practices in Turkey.

Oruç (1999) conducted a research to examine writing instructors' individual approaches to assessing writing and then to determine whether the use of a holistic scoring scale would result in an increase in the reliability of the writing assessment at Anadolu

University Preparatory School. The participants were six writing instructors from Anadolu University Preparatory School teaching writing to different levels. The results of the Oruç's study indicated that there was significant relationship between the grades given to the same paper by five different instructors before and after the training which means both of the systems were reliable within themselves. On the other hand, the t-test results revealed that there was a large difference between the scores given to the same papers by the same instructors with two different writing assessment systems. The results of qualitative analysis showed that inconsistencies arise from individual instructors' writing assessment practices and that this might be lessened with holistic scoring.

Another research on writing assessment tools was conducted by Polat (2003), aimed to find out the reliability levels of the holistic-analytic instrument that is being used at Anadolu University School of Foreign Languages English Preparatory Program. In his study a total of 50 papers of different achievement levels (unsuccessful, moderate, successful) were graded by 10 graders who had a minimum of 3 years' experience in grading writing papers in this school. These graders were asked to grade these papers using the holistic-analytic criterion twice with a month interval. The same papers were graded with each criterion by the same graders for the 3rd time after six months. Results suggest that in the evaluation of writing exams the new analytic criterion would provide better reliability degrees than the holistic analytic criterion.

Uçar & Yazıcı (2016) investigated the effect of portfolios on developing writing skills among Turkish undergraduate learners in their papers. Their study underlines pedagogical important implications. First, instructors in ESP classes can use writing portfolios in order to promote overall writing performance and subskills of writing. Second, through portfolio assessment technique, instructors can gain professionalism via active and meaningful involvement in students' evaluation.

3. METHODOLOGY

This chapter will give information on the participants, data collection process, data collection tools and data analysis. In this descriptive study, quantitative and qualitative research methods were used. Mixed methods research enables reciprocal feedback between qualitative and quantitative in a circular (Dörnyei, 2007). For the quantitative design, the researcher mainly used two different surveys to ask teaching methods and assessment techniques for writing skill. A semi-structured interview was used to carry out the qualitative part of the study. Qualitative research method focus on smaller numbers of people yet provides detailed and rich data (Cohen, Manion & Morrison, 2007).

The goal of the quantitative phase in the present study was to assess teachers' techniques in teaching writing and to identify the techniques that teachers use for assessment of writing. The purpose of the qualitative research was to collect data through individual semi-structured interviews to get more detailed information regarding the teaching and assessment techniques by exploring English language teachers' views in more depth.

3.1. Participants

The study was conducted with 97 English language teachers who work in public and private schools from Isparta, Turkey. The demographic information obtained by the survey questions is presented in Tables 1, 2, 3, 4, 5, 6. The demographic information includes the independent variables of this study.

Table 1. Distribution of participants' gender

Gender	Frequency (F)	Percent (%)
Female	66	68
Male	31	32
Total	97	100,0

Table 1 indicates that female teachers (*N*=66) outnumber male teachers (*N*=31) with the percentage of with the percentage of 68 %.

Table 2. Distribution of participants' educational level

Educational Level	Frequency (F)	Percent (%)
BA	92	94.8
MA	5	5.2
Total	172	100,0

As can be seen in table 2, 94,8 % of English language teachers participated in the study have bachelor's degree while only 5,2 % of the participants have master's degree. None of the English teachers participated in the study finished a doctorate program.

Table 3. Distribution of participants' deparment of graduation

Department	Frequency (F)	Percent (%)
Teaching English as a Foreign Language	77	79.4
English Language and Literature	13	13.4
American Culture and Literature	1	1
Other	6	6.2
Total	97	100,0

Table 3 demonstrates the department of graduation of the participants. It is observed that most of the participants are graduated from the department of teaching English as a foreign language with a number of 77. While 13 teachers finished English language and literature program, 1 teacher graduated from American culture and literature. 6 teachers graduated from different departments (graduates of faculty of arts and sciences), and completed a pedagogical formation program for teaching profession.

Table 4. Distribution of participants' teaching experience

Teaching Experience	Frequency (F)	Percent (%)
1 year	4	4.1
2-5 years	15	15.5
6-10 years	11	11.3
10 years over	67	69.1
Total	97	100,0

Table 4 indicates that there are 4 English teachers (4.1 %) who have one year of teaching experience, and 15.5 % of the teachers ($N=15$) have 2-5 years-experience and 11.3 % of teachers ($N=11$) have 6-10 years of teaching experience. In this study, most of the teachers have more than 10 years-experience ($N=67$, 69.1 %).

Table 5. Distribution of participants' school type

School Type	Frequency (F)	Percent (%)
Public school	73	75.3
Private school	24	24.7
Total	97	100,0

According to Table 5, 73 English teachers (75.3 %) works at public schools and 24.7 % of the participants (*N*=24) works at private schools.

Table 6. Distribution of Classes that Participants Teach

Grades	Frequency (F)
5th grade	66
6th grade	58
7th grade	55
8th grade	42

In the above table, the frequency value is given according to the grades taught by the English language teachers. Frequencies state how many teachers teach at the target grade level, because a teacher can teach only 5th grades, and also can teach more than one grade, i.e., teachers can teach just 5th grades or both 5th and 6th classes or all of them.

3.2. Data Collection Process

The participants of this study were 97 English language teachers working at public and private schools in Isparta city centre. Teachers voluntarily participated in the study. After getting the necessary permissions from the ethics committee and provincial directorate of national education, the researcher collected the data at the beginning of the fall term of 2018-2019 academic year. Before getting results from the adapted and developed instruments of this study, a pilot study was held among 20 teachers to test the questionnaires. The researcher, himself, distributed the questionnaires to the participants in case there would be questions about the questionnaires. Participants were informed about the confidentiality of the answers and the aim of the study.

During the first few distributions of questionnaires, the researcher noticed that teachers did not feel comfortable answering the questions with the researcher so some specific terms were explained to inform teachers before questionnaires were handed in and then let them enough time to answer the questions. To avoid the possible time problems,

researcher learned about the most appropriate time for each of the teachers so he let teachers answer the questions without any influence. It took about 20 minutes for participants to complete the surveys.

Since it is a voluntary work, some of the teachers neither answered the questionnaires nor gave them back. As a result, the format of the surveys was modified and because the language of the items seemed a little bit difficult for some teachers, some terms were explained in parentheses. Interviews with 3 teachers in pilot study were made to gain insights about their responses. Possible questions were defined according to the pilot study.

3.3. Data Collection Tools

In this study, data were obtained from two surveys and a semi-structured interview. The first survey measures the use of writing techniques that the ELT teachers apply in their classes, and the second one surveys the assessment techniques which teachers use for evaluation of their students' writing. As for the interview, it aims to give teachers the chance to share their ideas and feelings on the teaching and assessment of writing. The interviews were carried out just after the teachers took the surveys when their thoughts and feelings were still fresh.

3.3.1. Surveys

As mentioned in the previous part, this study has a mixed research design and in order to collect data for this research, two types of data collection tools were used; two surveys including items asking about teaching writing and writing assessment, a semi-structured interview. As "surveys are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible" (Dörnyei, 2007), the researcher applied two surveys including items for teaching writing and assessing writing.

3.3.1.1. Survey on ELT teachers' techniques for teaching writing

Firstly, to realize the initial goal of the study, Gilbert & Graham's survey in their research of 'Teaching Writing to Elementary Students in Grades 4-6: A National Survey' (2010) was adapted. The two researchers surveyed a small portion of intermediate-grade writing teachers about their general background, preparation to teach writing, time spent on writing, and classroom instructional practices. The selected survey was created, field tested, peer reviewed, published, used within the last 5 years, and cited by other authors (Gilbert & Graham, 2010).

Gilbert and Graham's survey includes five sections. The first part is *teacher, student and general writing instruction information*. In this part, teachers were asked to provide demographic infotmation about their gender, ethnicity, educational level, years spent teaching, and previous preparation to teach writing. The second section is *evidence-based practices* which asked teachers to indicate how often they use 19 different writing practices. The third section, *teacher self-efficacy*, includes nine statements regarding teachers' efficacy for teaching writing. In the fourth section, *writing assignments*, Gilbert and Graham asked teachers to indicate how often they ask their students engage in 28 specific types of writing. The final section is *adaptations for weaker writers*. This part of the survey asked teachers about 20 specific adaptations they make for weaker writers.

For this descriptive study, only the first two out of the five sections of the survey were used because the last three parts of the survey are not directly linked to this study. Teacher self-efficacy and adaptations for weaker writers are not the subjects of this study. Assessment of writing includes writing assignments; however, this study used Chen's survey named 'Survey on EFL teachers' assessment methods in entry-level writing courses in Technological Universities in Taiwan' (2016) as a separate survey for the writing assessment part. A random sample of elementary teachers in grades 5–8 from Isparta province of Turkey were surveyed about their writing practices. An important modification was made in the process of making the survey: Instead of an eight-point Likert-type scale, the adapted questions were asked teachers to respond to a five item likert-type scale. In the original response options were *never, several times a year, monthly, several times a week, weekly, several times a week, daily* and *several*

times a day. However, in Turkish EFL setting, the curriculum offers 3 hours of class time for 5th and 6th grades, and 4 hours of class time for 7th and 8th grades a week. English classes for these grades may be on different days according to the lesson schedule in schools. In addition to this, each unit in English Language Curriculum of Turkey has a writing section. Because of these reasons, the options were adapted as five-point likert type which is *once a month, twice a month, three times a month, four times a month* and *more.*

In the first part, teachers were asked to provide demographic information about their gender, educational level, years spent teaching, school categorisation. The second section asked teachers to indicate how often they use 19 different writing practices. Six items asked about specific teaching techniques, including the process writing approach, direct instruction of writing skills, sentence combining, inquiry, studying and imitating models of good writing, and verbal praise/reinforcement. This six items categorised as Factor 1.

Four items focused on teaching the following skills: summarization, spelling, handwriting, and typing. This four items mentioned as Factor 2 in the study.

The six items asked about word processing, student self-assessment, teachers' setting goals for students' writing, writing to facilitate content learning, prewriting activities and students working together to plan, draft or revise their compositions. This final six items were classified as Factor 3.

The final three items asked about teaching writing strategies for planning, revising/editing, and paragraph construction. This three items were categorized as Factor 4.

3.3.1.2. Survey on ELT teachers' techniques for assessing writing

In the second part of the study, Chen's survey named "Survey on EFL teachers' assessment methods in entry-level writing courses in Technological Universities in Taiwan" (2016) were used to check the assessment methods which teachers use to assess students' writing in their classes. Chen modified the items from Cheng, Rogers

and Hu's (2004) survey to ask the assessment methods they used to assess students in their entry-level EFL writing class. The first part of the second survey asks for age, gender, education, years of teaching and school categorisation of language teachers. In the second part of the second survey, teachers were asked 10 assessment techniques they use for writing assessment. Apart from the assessment techniques, teachers were also asked whether they use these assessment techniques for grading students.

3.3.2 Interviews

Teacher interviews were conducted with the participation of 6 teachers (2 males and 4 females), 3 from public secondary school and 3 from private secondary school. Teachers were selected in accordance with the random sampling technique. According to Dörnyei (2007), random sampling is the most important component of probability sampling, and the fact that the selection of the participants is completely based on probabilities here is expected to minimize most of the exterior factors making the sample more representative. Five questions were included in interviews in order to investigate the views of teachers on teaching and assessment of writing. Before each interview, teachers were informed that it was going to be recorded as later on to be transcribed and utilized in the study. The interview data were used in an attempt to gain insights related to the topics of the research questions: teaching writing techniques used by teachers of English in secondary schools, and the assessment techniques for writing used by teachers of English at secondary school level.

All the participants were visited in their schools and interviewed face-to-face. Interviews were conducted in Turkish. The researcher used a semi-structured interview type. The findings of the qualitative part of the study were analyzed in a descriptive format "primarily by non-statistical methods" (Dörnyei, 2007, p.43).

3.4. Data Analysis

The data collected through the surveys were analysed with the help of version 20.0 of Statistic Package for Social Sciences (SPSS). Reliability tests and factor analysis were used to check surveys, factors and the items. Factor analysis and reliability tests were carried out in order to check the reliability and validity of the surveys, factors and the

items. Descriptive statistics were utilized to analyse the frequencies of the survey takers' answer for each item in the surveys, and finally, means, variables, and common tendencies were also described as to clearly explain the answers of the research questions.

The interviews were all recorded and transcribed. After the interviews were transcribed, the qualitative findings were analyzed in a descriptive format to get more detailed information regarding the teaching and assessment techniques by exploring English language teachers' views in more depth.

3.4.1. Reliability analysis of surveys

A reliable test measures whatever it is measuring consistently and possible errors are minimized when the test has high coefficient of reliability (Best and Khan, 2006).

Table 7. Reliability analysis for survey I and survey II

Grades	Number of Items	Cronbach Alpha Coefficient
Survey I	19	0.92
Survey II	10	0.91

As seen in Table 7, the results of reliability analysis of items in Survey I which is about ELT Teachers' Techniques for Teaching Writing about types of teaching practices has a high level of reliability with Cronbach's Alpha of .92. The second survey which is for ELT Teachers' Techniques for Assessing Writing is also reliable with Cronbach's Alpha of .91.

3.4.2. Factor analysis for 5th, 6th, 7th and 8th grades

The survey questions include teaching writing practices for planning, revising/editing, and paragraph construction. Items also ask about the teaching of following skills: summarization, spelling, handwriting, and typing. Teachers were also asked about the specific teaching techniques, including the process writing approach, direct instruction of writing skills, sentence combining, inquiry, studying and imitating models of good writing, and verbal praise/reinforcement.

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Considering the groups given above, the items in the adapted survey were divided into sections for the purpose of finding out that how often teachers apply mentioned teaching practices. According to this categorization;

Factor 1 includes items on process approach (item no 8), direct instruction of skills (item no 16), sentence combining (item no 9), inquiry/research (item no 10), imitate models (item no 11), verbal praise (item no 13). Factor 2 involves summarization (item no 3), spelling (item no 17), handwriting (item no 18), typing (item no 19). Factor 3 has items on use word processing (item no 6), assess own writing (item no 14), teacher-set writing goals (item no 4), writing as a learning tool (item no 15), pre-writing activity (item no 7), peer collaboration (item no 5). Factor 4 includes items on teach planning strategies (item no 1), teach revising strategies (item no 2), teach paragraph writing (item no 12).

There must have been sufficient sample level to start factor analysis; the criterion is Keiser-Meyer-Olkin (KMO) for representing it. If the measurement is less than 0.60, it indicates that the data set cannot be factorized.

Table 8. Factor analysis values for 5th, 6th, 7th and 8th grades

Grades	KMO
5th grades	0.71
6th grades	0.66
7th grades	0.74
8th grades	0.38

According to the Table 8, Keiser-Meyer-Olkin (KMO) value for 5th grades is .71 which indicates that the data set for 5th grades is moderately factorized (0.79<KMO<0.7). KMO value for 6th grades is .66 which means it weakly factorized (0.69<KMO<0.6). KMO value for 7th grades is .74 which means moderately factorized. KMO value for 8th grades is .38 which is below the minimum value for a data group to be factorizable (0.59<KMO).

3.4.3. Normality analysis for factors

One-Sample Kolmogorov-Smirnov Test was conducted whether the data had consistency and normality. Normality scores were given in Table 9.

Table 9. One-sample kolmogorov-smirnov test results for normality

One-Sample Kolmogorov-Smirnov Test

		Factor1	Factor2	Factor3
N		51	51	58
Normal	Mean	2,358	2,529	2,224
Parameters[a,b]	Std. Deviation	1,137	1,184	0,959
Asymp. Sig. (2-tailed)		,000*	,002*	,012*

*. The test values are significant at α<.05.
a. Test distribution is Normal.
b. Calculated from data.

As seen in Table 9, the results revealed normality and homogeneity in terms of data distribution.

4. RESULTS

In this chapter results of the surveys are presented through the tables. Analyses are presented following the order of research questions.

4.1. Teachers' Choices of Teaching Techniques for Writing

This section clarifies the first research question of the study. To achieve this aim, frequency analysis was conducted, and also mean and standard deviation scores of Survey for Teaching Writing Techniques were given in Table 10.

Table 10. Frequency and mean of teaching techniques for writing

(Frequency for a month)	Once	Twice	3 times	4 times	More	$\overline{X}$	SD
Items							
Teach planning strategies	41	37	2	3	14	2.41	1.23
Teach revising strategies	48	13	18	9	9	2.40	1.21
Teach summarizing	15	14	4	17	37	2.49	1.26
Teacher-set writing goals	16	4	9	23	45	2.55	1.31
Peer collaboration	27	13	10	18	29	2.44	1.27
Use word processing	53	26	3	4	1	2.35	1.18
Prewriting activity	41	15	15	16	10	2.41	1.24
Process approach	48	17	5	18	9	2.40	1.21
Sentence combining	41	20	2	14	10	2.41	1.21
Inquiry/research	18	10	11	19	39	2.51	1.29
Imitate models	18	3	2	25	39	2.51	1.28
Teach paragraph writing	36	21	5	6	19	2.42	1.25
Verbal praise	11	17	10	19	40	2.52	1.30
Assess own writing	27	25	12	13	20	2.43	1.26
Writing as a learning tool	13	18	9	21	36	2.45	1.30
Direct instruction of skills	9	8	12	21	47	2.56	1.33
Teach spelling	41	28	5	13	10	2.41	1.25
Teach handwriting	18	10	9	21	39	2.51	1.29
Teach typing skills	50	19	15	6	7	2.39	1.20
Average	30.10	16.73	10.95	15.05	24.21	2.45	1.26

Table 10 demonstrates the frequency analysis with the mean and the standard deviation scores of the items that aim at measuring the participants' teaching techniques for writing. Considering the average score for the items as 2.45, it could be seen in the table that teachers moderately use the techniques below the general average.

The highest mean scores were observed to be pertaining to the item 16 (I use direct instruction methods -modeling, guided practice and review- to teach basic writing skills - grammar, usage etc. [m=2.56]), item 4 (I establish specific goals for what students are to include in their writing assignments [m=2.55]), item 13 (I provide verbal praise or positive reinforcement for some aspect of their writing [m=2.52]). By looking at these results, it can be seen that teachers prefer direct instruction techniques and set writing goals for students. Teachers also try to motivate their students by using verbal praise and positive reinforcement.

We might remark the lowest mean scores as item 6 (My students complete writing assignments using word processing [m=2.35]), item 19 (I teach typing skills [m=2.39]). It may be interpreted from these results that teachers prefer to see pencil and paper writing for their students' work instead of technology assisted ones.

4.1.1. Effect of gender on teachers' teaching techniques for writing

This section provides information to clarify the first question of the study, which queried whether the teachers' genders have an impact on teaching techniques and frequency of these teaching practices. The results of the analysis are presented according to the grades which teachers teach writing.

4.1.1.1 Effect of gender on teachers' teaching techniques for writing in 5th grades

In an attempt to find out whether the teachers varied across the genders, an independent samples t-test was conducted in terms of factors in the first survey. Table 11 signifies the results revealed normality and homogeneity in terms of data distribution.

Table 11. Independent sample t-test results for gender in 5th grades

Gender		Sig.(2-tailed)	N	$\bar{X}$	SD
Female	Factor 1	.223	34	2.221	1.175
Male			17	2.635	1.037
Female	Factor 2	.578	33	2.598	1.30
Male			18	2.403	.963
Female	Factor 3	.534	38	2.167	.971
Male			20	2.333	.961

Table 11 indicates that gender does not have any influence on factor 1, factor 2 and factor 3 (p<.05). Factor 1 includes items for specific teaching techniques, factor 2 is for teaching writing skills, factor 3 includes other evidence based practices.

4.1.1.2 Effect of gender on teachers' teaching techniques for writing in 6th grades

In order to investigate the significance of gender among the three factors, descriptive analysis of mean scores and standard deviations were conducted. Table 12 presents the differences between the mean scores of the teachers' responses to the related items and their gender.

Table 12. Independent sample t-test results for gender in 6th grades

Gender		Sig.(2-tailed)	N	$\overline{X}$	SD
Female	Factor 1	.74	39	2.350	1.042
Male			13	2.461	1.023
Female	Factor 2	.11	37	2.189	1.054
Male			14	2.732	1.085
Female	Factor 3	.54	32	2.395	1.023
Male			13	2.192	.944

Table 12 indicates in 6th grades gender does not have enough influence on factor 1, factor 2 and factor 3 (p<.05). Factor 1 includes items for specific teaching techniques, factor 2 is for teaching writing skills, factor 3 includes other evidence based practices in this analysis.

4.1.1.3. Effect of gender on teachers' teaching techniques for writing in 7th grades

Regarding the effects of gender on teaching practices, descriptive analysis of mean scores and standard deviations were conducted. Table 13 presents these scores.

Table 13. Independent sample t-test results for gender in 7th grades

Gender		Sig.(2-tailed)	N	$\overline{X}$	SD
Female	Factor 1	.223	33	2.424	1.355
Male			16	2.218	.865
Female	Factor 2	.578	33	2.515	1.152
Male			14	2.589	1.067
Female	Factor 3	.534	29	2.264	1.225
Male			14	2.166	1.076

Table 13 indicates that no significance noted for gender effect on factor 1, factor 2 and factor 3 (p<.05). Factor 1 includes items for specific teaching techniques, factor 2 is for teaching writing skills, factor 3 includes other evidence based practices.

4.1.2 Effect of teaching experience on teachers' teaching techniques for writing

This section provides information to clarify the second question of the study, which queried whether the teachers' teaching experiences have an impact on teaching techniques and frequency of these teaching practices. The results of the analysis are presented according to the grades which teachers teach writing.

4.1.2.1 Effect of teaching experience on teachers' teaching techniques for writing in 5th grades

Descriptive analysis of mean scores and standard deviations were conducted in order to find out the significance of teaching experience among the three factors, Table 14 presents the differences between the mean scores of the teachers' responses to the related items and their teaching experience.

Table 14. Independent sample t-test results for teaching experience in 5th grades

Experience		Sig.(2-tailed)	N	$\overline{X}$	SD
Less than 5 years	Factor 1	.779	11	2.445	1.041
Over 5 years			40	2.335	1.174
Less than 5 years	Factor 2	.117	12	3	1.496
Over 5 years			39	2.384	1.052
Less than 5 years	Factor 3	.573	12	2.083	.818
Over 5 years			46	2.261	.998

As could be seen in Table 14, no major differences were detected between teaching experience of English language teachers who teach in 5th grades and their teaching techniques for writing (p<.05).

4.1.2.2 Effect of teaching experience on teachers' teaching techniques for writing in 6th grades

In order to investigate the significance of teaching experience among the three factors, descriptive analysis of mean scores and standard deviations were conducted. Table 15

presents the differences between the mean scores of the teachers' responses to the related items and their teaching experience.

Table 15. Independent sample t-test results for teaching experience in 6th grades

Experience		Sig.(2-tailed)	N	$\overline{X}$	SD
Less than 5 years	Factor 1	.01	13	3	.922
Over 5 years			39	2.17	.987
Less than 5 years	Factor 2	.113	13	3.051	1.26
Over 5 years			35	2.381	1.281
Less than 5 years	Factor 3	.282	12	2.069	.874
Over 5 years			33	2.434	1.03

As could be seen in Table 15, it was found out that the no important significance was noted at the end of the analyses for teaching experience of English language teachers who teach in 6th grades on factors in the first survey (p<.05).

4.1.2.3. Effect of teaching experience on teachers' teaching techniques for writing in 7th grades

To clarify the significance of teaching experience among the three factors, descriptive analysis of mean scores and standard deviations were conducted. Table 16 presents the differences between the mean scores of the teachers' responses to the related items and their teaching experience.

Table 16. Independent sample t-test results for teaching experience in 7th grades

Experience		Sig.(2-tailed)	N	$\overline{X}$	SD
Less than 5 years	Factor 1	.978	15	2.35	1.047
Over 5 years			34	2.36	1.292
Less than 5 years	Factor 2	.401	14	2.75	1.130
Over 5 years			33	2.447	1.115
Less than 5 years	Factor 3	.159	14	2.595	.971
Over 5 years			29	2.057	1.228

As could be seen in Table 16, teaching experience of English language teachers who teach in 7th grades has no significant effect on factors in the first survey (p<.05).

4.1.3. Effect of school type on teachers' teaching techniques for writing

In accordance with the third question of the study, it was analysed whether the teachers' school types had an impact on teaching techniques and frequency of these teaching

practices. The results of the analysis are presented according to the grades which teachers teach writing.

4.1.3.1 Effect of school type on teachers' teaching techniques for writing in 5th grades

Regarding the effects of school types on teaching techniques, descriptive analysis of mean scores and standard deviations were conducted. Table 17 presents these scores.

Table 17. Independent sample t-test results for school type in 5th grades

School Type		Sig.(2-tailed)	N	$\overline{X}$	SD
Public school	Factor 1	.255	38	2.466	1.166
Private school			13	2.046	1.030
Public school	Factor 2	.922	38	2.52	1.106
Private school			13	2.558	1.44
Public school	Factor 3	.59	43	2.364	.981
Private school			15	1.822	.795

Table 17 revealed that whether English language teachers work at public schools or private schools has no significant effect on teaching practices of teachers who teach 5th grades.

4.1.3.2. Effect of school type on teachers' teaching techniques for writing in 6th grades

Descriptive analysis of mean scores and standard deviations were conducted in order to investigate the significance of school types on teaching practices. Table 18 presents these scores.

Table 18. Independent sample t-test results for school type in 6th grades

School Type		Sig.(2-tailed)	N	$\overline{X}$	SD
Public school	Factor 1	.059	37	2.207	1.007
Private school			15	2.8	.99
Public school	Factor 2	.689	36	2.518	1.31
Private school			12	2.694	1.3
Public school	Factor 3	.406	32	2.416	1.065
Private school			13	2.141	.798

As seen in the Table 18, no significance noted for the question that whether English language teachers work at public schools or private schools has no significant effect on teaching practices of teachers who teach 6th grades.

4.1.3.3 Effect of school type on teachers' teaching techniques for writing in 7th grades

To find out the effects of school types on teaching practices, descriptive analysis of mean scores and standard deviations were conducted. Table 19 presents these scores.

Table 19. Independent Sample T-Test Results for School Type in 7th Grades

School Type		Sig.(2-tailed)	N	$\overline{X}$	SD
Public school	Factor 1	.217	37	2.479	1.298
Private school			12	1.979	.828
Public school	Factor 2	.723	34	2.573	1.108
Private school			13	2.442	1.177
Public school	Factor 3	.94	34	2.225	1.241
Private school			9	2.259	.894

Table 19 revealed that whether English language teachers work at public schools or private schools has no significant effect on teaching practices of teachers who teach 7th grades.

4.2. Correlation Results

In this section, the correlation results of factors (specific teaching techniques vs. teaching writing skills vs. other evidence based practices) for 5th, 6th and 7th grades' teachers are presented. The results are given in Table 20, 21, 22.

Table 20. Correlation results for 5th grades

		Factor 1	Factor 2	Factor 3
Factor 1	Pearson Correlation	1	.468**	.477**
	Sig. (2-tailed)		.001	.001
	N	51	44	47
Factor 2	Pearson Correlation	.468**	1	.421**
	Sig. (2-tailed)	.002		.003
	N	44	51	49
Factor 3	Pearson Correlation	.477**	.421**	1
	Sig. (2-tailed)	.001	.003	
	N	47	49	58

*. Correlation is significant at the 0.05 level (2-tailed).

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In Table 20, it is observed that there is a high level, positive and significant relationship among Factor 1, Factor 2 and Factor 3, r= 0.468, r= 0.477, r= 0,421 p<0.05. According to this result, as use of specific teaching techniques increases, use of teaching writing skills and use of other evidence based practices increase as well. In other words, there is a positive correlation among Factor 1, Factor 2 and Factor 3.

Table 21. Correlation results for 6th grades

		Factor 1	Factor 2	Factor 3
Factor 1	Pearson Correlation	1	.566**	.325*
	Sig. (2-tailed)		0	.035
	N	45	42	42
Factor 2	Pearson Correlation	.566**	1	.448**
	Sig. (2-tailed)	0		.001
	N	42	51	48
Factor 3	Pearson Correlation	.325*	.448**	1
	Sig. (2-tailed)	.035	.001	
	N	42	48	52

*. Correlation is significant at the 0.05 level (2-tailed).

In Table 21, it is observed that there is a high level, positive and significant relationship among Factor 1, Factor 2 and Factor 3, r= 0.566, r= 0.448, r= 0,325 p<0.05. According to this result, as use of specific teaching techniques increases, use of teaching writing skills and use of other evidence based practices increase as well.

Table 22. Correlation results for 7th grades

		Factor 1	Factor 2	Factor 3
Factor 1	Pearson Correlation	1	.631**	.485**
	Sig. (2-tailed)		0	.002
	N	49	45	40
Factor 2	Pearson Correlation	.631**	1	.342*
	Sig. (2-tailed)	0		.031
	N	45	47	40
Factor 3	Pearson Correlation	.485**	.342*	1
	Sig. (2-tailed)	.002	.031	
	N	40	40	43

*. Correlation is significant at the 0.05 level (2-tailed).

In Table 22, it is observed that there is a high level, positive and significant relationship among Factor 1, Factor 2 and Factor 3, r= 0.631, r= 0.485, r= 0,342 p<0.05. It can be said a positive correlation exists among the factors. According to this result, as use of specific teaching techniques increases, use of teaching writing skills and use of other evidence based practices increase as well.

4.3. Analysis of Assessment Techniques

In this section frequency and chi-square analysis were conducted in order to reveal at what rate English language teachers use assessment techniques for teaching writing. Table 23 indicates the frequency analysis of writing assessment techniques.

Table 23. Frequency analysis of writing assessment techniques

	Use		Not Use	
Items	F	P	F	P
True-false items	92	94.8	5	5.2
Matching items	92	94.8	5	5.2
Multiple-choice items	85	87.6	12	12.4
Editing a sentence or a paragraph	64	65.2	33	34.8
Short-answer questions	80	82.5	17	17.5
Paragraph writing	58	59.8	39	40.2
Essay writing	19	19.6	78	80.4
Term project	62	63.9	35	36.1
Student journal	7	7.2	90	92.8
Peer assessment	36	37.1	61	62.9
Self assessment	41	42.3	56	57.7
Student portfolio	30	30.9	67	69.1
Standardized writing tests	21	21.6	76	78.4
Oral and/or written feedback	67	69.1	30	30.9

In Table 23, according to the results of frequency analysis, most commonly used assessment techniques by English language teachers are true-false items (N=92), with the percentage of 94.8%, matching items (N=92) with the percentage of 94.8, and multiple choice items (N=85), with the percentage of 87,6%. English language teachers use the essay writing (N=19) with the percentage of 19,6, and student journal technique the least with the percentage of 7.2% and (N=7).

4.3.1. Use of assessment techniques for grading students' writing

Participants were asked to confirm or not to confirm the statement that 'I use assessments for grading students' writing'. Teachers who responded 'yes' outnumbered the teachers who did not use the assessments for grading with a percentage of 92,78% (N=90). Only 7 participants with a percentage of 7.22% stated that they did not us the assessment techniques for grading students' writing.

4.3.2. Gender effect on writing assessment techniques

Chi-square analysis was conducted to reveal the gender effect on English language teachers' writing assesment choices. In Table 24, it can be seen the results of teachers' preferences for using or not using the writing assessment techniques.

Table 24. Chi-square analysis of gender effect on writing assessment techniques

Items	N	Male	Female	χ^2
True-false items	97	31	66	0.692
Matching items	97	31	66	0.122
Multiple-choice items	97	31	66	0.225
Editing a sentence or a paragraph	97	31	66	0.338
Short-answer questions	97	31	66	0.804
Paragraph writing	97	31	66	0.837
Essay writing	97	31	66	0.968
Term project	97	31	66	0.411
Student journal	97	31	66	0.298
Peer assessment	97	31	66	0.5
Self assessment	97	31	66	0.693
Student portfolio	97	31	66	0.256
Standardized writing tests	97	31	66	0.496
Oral and/or written feedback	97	31	66	0.506

* $\alpha<.05$.

Table 24 indicates that there is no significant effect of gender on participants' choices of writing assessment practices ($\alpha<.05$).

4.3.3. Teaching experience effect on writing assessment techniques

In order to find out the relation between teaching experience of English language teachers and their assessment techniques chi-square analysis was conducted. Table 25 indicates the results of the chi-square analysis of teaching experience effect on writing assessment techniques.

Table 25. Chi-square analysis of teaching experience effect on writing assessment techniques

Items	N	Less than 10 years	More than 10 years	χ^2
True-false items	97	30	67	0.587
Matching items	97	30	67	0.577
Multiple-choice items	97	30	67	0.028
Editing a sentence or a paragraph	97	30	67	0.662
Short-answer questions	97	30	67	0.882
Paragraph writing	97	30	67	0.023
Essay writing	97	30	67	0.005
Term project	97	30	67	0.056
Student journal	97	30	67	0.119
Peer assessment	97	30	67	0.005
Self assessment	97	30	67	0.557
Student portfolio	97	30	67	0.732
Standardized writing tests	97	30	67	0.792
Oral and/or written feedback	97	30	67	0.279

* $\alpha < .05$.

Chi-square analysis results were given in Table 25. According to the results, teaching experience of the participants has no significant effect on their writing assessment practices at secondary school level.

In techniques of multiple-choice items, paragraph writing, essay writing and peer assessment, teachers who have a teaching experience of more than 10 years outnumbered the less experienced teachers. The results can be seen in detail in Table 26.

Table 26. Frequency analysis for multiple-choice, paragraph writing and peer assessment

Experience		Use F	Not Use F
Less than 5 years	Multiple-choice	23	7
Over 5 years		62	5
Less than 5 years	Paragraph writing	23	7
Over 5 years		35	32
Less than 5 years	Peer Assessment	5	25
Over 5 years		31	36

4.3.4. School type effect on writing assessment techniques

Table 27 indicates the results of chi-square analysis of school type effect on writing assessment techniques.

Table 27. Chi-square analysis of school type effect on writing assessment techniques

Items	N	Public School	Private School	χ^2
True-false items	97	73	24	0.417
Matching items	97	73	24	0.426
Multiple-choice items	97	73	24	0.004
Editing a sentence or a paragraph	97	73	24	0.452
Short-answer questions	97	73	24	0.898
Paragraph writing	97	73	24	0.001
Essay writing	97	73	24	0.011
Term project	97	73	24	0.252
Student journal	97	73	24	0.249
Peer assessment	97	73	24	0.659
Self assessment	97	73	24	0.684
Student portfolio	97	73	24	0.469
Standardized writing tests	97	73	24	0.494
Oral and/or written feedback	97	73	24	0.081

* $\alpha < .05$.

It can be seen from the Table 27; chi-square analysis of school type indicates no significant effect of English language teachers' school type was observed on assessment techniques for writing.

4.4. The Qualitative Findings

In order to have a deeper understanding of reaching writing practices and writing assessment techniques through the qualitative side, semi-structured interviews were conducted with 6 of the participants. Three of these randomly selected teachers were females, while the rest three were males. The five questions in the interviews were asked and the interviews were all recorded. The descriptions below cover the teachers' responses to the interview questions which were asked in order to contribute to the findings of the quantitative part of the study.

1.   Do you think teaching writing skills is important for language learning? Why?

The first question was asked to find out the general attitudes of English language teachers for teaching writing. Positive attitudes will increase teachers' enthusiasm and motivation of teachers.

> *I don't think it is the most important skill. Although it is one of the productive skills, it is so much easier to be improved, compared to speaking. The kids feel safer when they explain themselves in a written form. As long as they do it, they don't need a proper organized way of writing.*

> *My students find it boring as for writing skill. I always try to tell them all skills are important for learning English but I have difficulty to catch their attention to start writing. I use different activities for teaching writing. However, apart from a few students, I cannot arouse interest in my classes for writing activities.*

According to the answers, teachers stated the importance of appropriate teaching of writing skill and also the significance of writing. However, it can be concluded that teachers do not have positive attitudes and enough motivation for teaching this skill in English lessons. In other words, some of the teachers had problems in *motivation* and *catching students' attention.*

2.   How much time do you spend for teaching writing?

This question was of importance as to clarify the frequency for the answers of the first survey. Survey for teaching writing techniques looked for the teachers' preferences for teaching techniques and how often they use these techniques. In this regard, this question inquired whether there was a relation with teachers' scores in survey and their discourses.

> *I spend one class hour in each unit which makes one lesson in a month. That is not enough for even correcting mistakes in my students written work. I'm trying to evaluate my students work out of the classroom (at home, smiling) and give them feedback in the following week's lesson and that makes me uncomfortable.*

Because, trying to finish the previous work in next week causes delays for the new subjects.

Three hours' class time is not enough for us to teach and evaluate four skills in English. Most of the time, we have to keep up with the units in course-books. And course books do not offer sufficient and various activities for teaching writing. I try to improve my practices to motivate my students. When it comes to assessment, I have to assess my students' writing out of the class time mostly at home (sighingly).

What the results of the analysis on the teachers' responses to the second question revealed was that all of the teachers complain about the time dedicated for teaching writing, which was in support of the quantitative findings that were described in the previous sections. It is clear from the answers that time devoted for writing skill is not enough for teaching students appropriate techniques. All of the interviewees, even working at private secondary schools complain about class time in the English language programme. *Class time* is another problem for teaching and assessing of writing.

3.   What are the difficulties you experience during writing classes?

As the responses from the interviewees imply, participants have the perception that the difficulties they experience arise from mostly the students' lack of motivation, insufficient time for teaching and assessing writing, unexciting coursebooks.

My students find it hard and boring so they don't want to take part in writing lessons. I need to motivate them a lot until they start writing. I think that's because they don't read enough. They have difficulty in using the right vocabulary for the chosen topic so I try to get my students writing by giving some of the words which can help them.

I always have problem with the coursebooks from my beginning to teach. Every year coursebooks change but they always stay boring for me and my students. Choice of themes is good however content is weak in terms of activities. Writing

sections do not have interesting themes for students and lack drills to support these themes.

Time is the biggest problem for me. I cannot even notice when the lesson starts or ends. Unfortunately, warm-up activities take a long time. Because my students need to be motivated a lot to start a writing activity.

Sometimes, I have difficulty in creating new writing assignments or exercises for my students. I try to search on the net for new methods but I think workshops or in-service courses should be done so that we can collaborate with other teachers and learn new techniques for teaching writing.

When these answers were examined, it was found out new issues were added to lack of time and motivation: *coursebook contents* and *need for in-service training.* Some of the interviewees found the the coursebook contents insufficient for their students' learning. It was teachers even work at private schools need in-service training to explore new strategies for teaching writing.

4.   Do you usually assess your students' writing?

Considering that our teaching method is focused on evaluation, the researcher assumes that many of the interviewees answer these questions confirmingly. This question is related to the findings of second survey which was conducted for teachers' assessment techniques.

When you ask that question, it is just the exams that come to my mind. I prefer to assess my students through mini-quizzes after the units. I try to make them write simple sentences in written exams.

I make my students keep a journal. Because considering the ages of them, that catches their attention and make them happy. Sometimes, I want them write simple short sentences about how they feel that day. When I ask them write in exams, they feel anxiety of grading.

It seems from the responses that teachers need to apply not only *traditional assessment* activities including pencil and paper tests but also *alternative assessments* focusing more on motivating students to take more responsibility for their own learning, and intending to make assessment an integral part of the learning experience.

5.   Do you use your assessments for grading students?

Regarding the answers for this question, the most frequent issue that was raised by the interviewees is the difficulty in grading students' writings. This question was related to the last item of the second survey.

> *I have to use my assessment for grading whether I want to or not. Because I have to give a mark at the end of each exam and I include a writing part in my exams. Students often have low marks in writing section so they do not want me to include this section into their exams.*

> *I usually mark my students' work according to the meaning and congruity. For me the flood of the thoughts is important. When a student catches the point that I want and writes it, it does not matter if he or she use the wrong spelling and punctuation.*

> *Grammatical errors are important. If their writing is full of grammar mistakes, then it also affects their speaking. When my students learn making right sentences in their writing, they can achieve establishing a successful dialogue, too.*

Supporting the quantitative findings for *grading* item in the second survey, it was found out that *grading* is a must for the interviewees. Each of them has different criterion for grading students. That causes ambiguity in both teachers' and students' minds.

When the qualitative findings were examined, it was clear that we could describe the issues which teachers mentioned as *lack of motivation* and *catching students' attention, lack of class time, insufficient coursebook content, need for in-service training, traditional* or *alternative assessment and grading.*

To sum up, utilizing the findings of both the quantitative and the qualitative data, it can be concluded that the teachers' preferences of teaching and assessment techniques for writing were also related with the problems about time, lack of motivation, coursebook contents, lack of in-service training and grading.

5. DISCUSSION AND CONCLUSION

In this chapter, the findings of the study will be presented in the light of the previous studies. Each research question will be presented in subtitles and the answers will be given to the questions based on the findings of this study.

5.1. What are the Teaching Techniques for Writing Used by Teachers of English in Secondary Schools?

The first question aimed to reveal the teaching techniques for writing used by English language teachers. The results of the descriptive analyses showed that teachers used various teaching writing techniques with different frequencies. The results are similar to the findings of some studies in the literatue. In their study 'Teaching Writing to Elementary Students in Grades 4-6: A National Survey', Gilbert & Graham (2010) found out that teachers use various teaching writing strategies for planning, revising/editing writing including.

The highest frequency score belongs to the item 16 -I use direct instruction methods (modeling, guided practice and review) to teach basic writing skills (grammar, usage etc.) This finding is consistent with Özbays' (2004) research. In his study, Özbay tried to discover tertiary level EFL teachers' perceptions of the role and importance of writing skills in English Language Teaching and to determine the place of writing skill in EFL curriculum. According to the findings of his study, EFL teachers are most keen on correcting grammar and organization errors. Newel (1996), contrarily, stated that 10th grade students were not able to achieve higher post-test scores than in their written works under teacher-centered instructional tasks than the students whose task were reader-based ones.

Descriptive analysis indicated that item 4 (I establish specific goals for what students are to include in their written assignments) had the second highest frequency. According to the scores of these two items, it can be understood that English language teachers prefer choosing and setting goals for their students and prefer to teach basic writing skills. Similarly, McLane & McNamee (1990) remarked that teachers using traditional approach focus on the formal, mechanical aspects of the writing. Thus with this

approach there is a danger that, for many students writing becomes an exercise in formal mechanics divorced from personal content and intentions.

According to the findings of the current research, teachers pay attention to rewarding and motivating students in writing classes. Item 13 (I provide verbal praise or positive reinforcement for some aspect of their writing) was the item which had the highest frequency score after items 16 and 4. The results were similar to the findings of Çetin's (2018) research. 14 instructors in the study used positive reinforcement in their classes as much as possible by having different aims such as motivation, value and reinforcing the improvement. It was found out that reinforcers had a significant effect on English learning as they made learners motivated and created a safe learning environment.

Adıgüzel (1998) remarked the importance of creating a supportive classroom environment in which students work collaboratively with peers and the teacher. The findings of his study with high school students revealed that the students who produced their written work under the process approach that teachers used in the class were more successful in their post-test results. In our study, the process approach- item 8 (I use a process approach to writing instruction in my classroom) was one of the most rarely preferred teaching techniques with the frequency of 48 (once a month).

Teachers' frequency scores are above the average when it comes to the item 5 (My students work together to plan, draft, revise or edit a paper). Similarly, Yıldırım (1991) found out group and pair-work techniques were helpful to teachers in teaching writing skills, specifically for composition organisation in large classes. High school students in her study achieved good organisation skills through group and pair-work.

We might remark the lowest mean scores as item 6 (My students complete writing assignments using word processing), and item 19 (I teach typing skills). It may be interpreted from these results that teachers prefer to see pencil and paper writing for their students' work instead of technology assisted ones. The study of Zhang and Burry-Stock (2003) revealed similar results. They studied with 297 teachers on their teaching practices in classroom through a questionnaire. The teachers differed in their answers according to their teaching levels. Secondary school teachers mostly used paper-based techniques according to the findings.

These findings consist of contradictions with some studies which signified the importance of technology use in learning and teaching process. Sondolo (2010), indicated in her thesis that technology allowed students to enhance their writing by adding more precise details into their writing pieces and it initiates self revisions. Halsey (2007) and Martin (2008), stated that teachers had a better student motivation in their classes, because technology made it easier to write and helped students to become better writers.

5.1.1. Do teachers' teaching techniques for writing change according to their gender?

According to the statistical findings of this question which aimed to find out whether teaching techniques of writing change according to teachers' gender, no major influence of gender was found on selection or frequency of the teaching techniques of writing at secondary school level. This finding is consistent with previous literature results of Yeşilyurt's (2008) study. Yeşilyurt's findings revealed that the data obtained from the students in ELT department did not significantly vary according to their gender.

Similarly, in his study on the effect of using the reading for writing approach on developing the writing ability, İbrahim (2006) found that gender was not a significant factor in terms of the attitudes towards writing in English. However, the findings of this study differ from the study results of Aydın & Başöz (2010). In their study with 162 participants, it is found that female teachers had generally more positive attitudes towards EFL writing. Onbaşı (2014) stated that female teachers were more efficacious in encouraging their students in writing than male teachers in terms of gender.

5.1.2. Does teaching experience have an impact on teaching writing techniques?

When the relationship between teaching experience and teaching techniques of English language teachers was examined, it was found out that no impact detected for teaching experience on teaching writing strategies. These findings differ from the results of Onbaşı's (2014) findings. Onbaşı found out that teachers with a 6-10 year teaching writing experience were more efficacious in terms of instructional strategies and student engagement.

5.1.3. Are there any differences between the teaching techniques used by teachers in public schools and private schools?

The statistical findings for the relationship between participants' selections and frequency of teaching techniques indicated that no significant difference was observed according to the school type. Whether teachers work in public school or private school does not affect their preferences. This was quite parallel to Yeşilyurt's (2008) findings which revealed that no significant differences were found among participants from different types of school.

The results of the analysis differ from some studies. Ağçam & Babanoğlu (2016) examined teachers' attitudes towards teaching a foreign language. Teachers considerably diverged in their responses. The researchers stated that private schools offer more class hours than public schools, and class hours affect teacher attitudes and preferences.

The quantitative findings also contradict with Larenas, Moran and Rivera's (2011) research results. They compared teaching styles of EFL instructors in the public and private sector. Larenas, Moran and Rivera argued that EFL instructors' teaching styles and preferences change according to their school types. Gholami, Sarkosh and Abdi (2016) also tried to explore the teaching practices of private, public, and public-private EFL teachers in Iran. They stated that a significant difference exists among public and private school teachers' practices.

5.2. What are the Assessment Techniques for Writing Used by Teachers of English in Secondary Schools?

The analysis results of the assessment techniques for writing revealed that most commonly used assessment techniques by English language teachers are from teacher-made tests. Teachers preferred true-false items (Item 1a) and matching items (Item 1b) most with the same frequency. Multiple choice items (Item 1c) which a considerable number of the participants chose follow true-false and matching items. These results are quite parallel to Hughes's (2003) assertion which pointed that teachers need to use teacher-made tests as building blocks of English writing in entry-level writing courses.

In Turkish EFL context, the education is test-driven, and students have to pass exams to proceed to the next level. That context may have a powerful influence on teachers' approaches towards assessment (Kibar, 2018). Büyükkarcı (2010) revealed that in his study high school teachers used multiple-choice tests to support their students during the process of preparing for university entrance exam. For these reasons, teachers may prefer multiple-choice exams in secondary schools or even starting from primary schools to prepare their students for the next large scale examinations. However, too much focus on test preparation at the expense of other activities may cause negative washback which means the undesirable effects on teaching and learning of a specific test (Alderson and Wall, 1993).

The results are also in similar vein with the findings of Rea-Dickins and Rixon (1999). In their research with young learnes, Rea-Dickins and Rixon found out that teachers preferred multiple-choice tests for grammar and vocabulary. Teachers also chose vocabulary matching items in tests they prepared.

As cited in the previous literature review, teachers use various assessment techniques for the assessment of writing (Brown & Abeywickrama, 2010). The findings of this study presented that the frequency of portfolio (Item 8) usage in assessment was below the mean. However, Babayiğit (2015); Köroğlu (2011); Uçar and Yazıcı (2016) remarked that using portfolio-based learning and adopting portfolios in assessment increased student efficacy.

Findings showed that a considerable number of the participants use the term projects (Item 4) as a writing assessment technique. Kırkgöz and Ağçam (2012) stated in their paper that students were graded on their performance with written exams, homework assignments and projects by the teacher as an assessor. They also indicate that written pencil and paper exams have sustained popularity in the Turkish education system despite the English Language Curriculum's alternative assessment recommendations.

According to the findings, essay writing (Item 3) was not preferred by a considerable amount of the participants. Essay writing is by definition expressing ideas with a broad understanding by using complex vocabulary words and grammar structures (Jacob,

2010; Tran, 2012). Due to these necessities in this definition, it can be deduced that essay writing was one of the least preferred technique after the student journal (Item 5).

It was found out that English language teachers preferred the student journal technique the least. As stated in Chen's (2016) research, use of diary writing and use of student journal, in line with the findings of this study, were below the average score of the writing assessment techniques.

A majority of the participants confirmed the statement (I use the assessment for grading the students) at the end of the Survey II -Assessment Techniques for Writing-by responding 'yes'. The results revealed that assessing students' writing has always been accompanied by grading although grading is a difficult task for English language teachers (Han, 2013; Oruç, 1999; Sole, 2018).

5.2.1. Do the assessment techniques for writing change according to gender?

In order to find out whether gender plays an important role on teachers' choices of assessment techniques, Independent Samples T-test analysis was conducted. Considering the results of the analysis, it can be inferred that English language teachers' gender does not have a significant effect on assessment techniques of writing.

The findings of this question were in line with Cizek, Fitzgerald and Rachor's (1996) study. They surveyed 143 American elementary and secondary school teachers concerning their assessment practices. The results indicated that assessment practices were highly variable and unpredictable from teacher characteristics such as practice setting, gender or experience.

Kibar (2018) also researched the pre-service and in-service English teachers' perceptions of testing and assessment in EFL classes. It was found that both pre-service teachers and in-service teachers have positive attitudes towards classroom based language assessment. In her study, no significant difference was found according to the participants' gender. This is also in line with the findings of Yetkin's (2018) study with prospective teachers on conceptions of assessment. He put forward the possible explanation for that as an effect of educational policy in Turkey, and stated that

regardless of their genders, teacher candidates used assessment for improving themselves and their students' learning (Yetkin, 2018).

5.2.2. Does teaching experience have an impact on teachers' writing assessment techniques?

The statistical analysis indicated that there is statistically no significant difference according to the teaching experience for participants' selections of writing assessment techniques. It was noticed, during the literature review, that there existed another study with similar findings in which teachers preferred instructional choices for assessment regardless of their teaching experience.

Cizek, Fitzgerald and Rachor (1996) found out that the teachers' classroom assessment practices in elementary and secondary school level varied, but not necessarily according to such contextual factors as gender, years of teaching experience, practice setting or knowledge of district assessment policies.

Öz and Atay (2017) collected data from twelve instructors, varying in experience between 1-15 years, and working in English Preparatory Program of a Turkish university. The research revealed that, although most of the teachers were familiar with basic classroom assessment, when it comes to classroom practice, there is not much relationship between the experience and assessment perception.

However, in Kibar's (2018) study, the difference between novice and experienced group was significant, in addition to the difference between experienced and most experienced group in the stage of planning assessment. In planning stage less experienced teachers had higher mean scores than more experienced ones. Kibar (2018) explained the possible reason for that as by the fact that they are educated recently with more modern approaches.

5.2.3. Are there any differences between the assessment techniques used by teachers in public schools and private schools?

Independent Samples T-test analysis, descriptive analysis of mean scores and standard deviations and factor analysis were conducted to find out whether teaching techniques of writing change according to teachers' school type. The results indicated school type had no considerable influence on selection or frequency of the teaching techniques of writing at secondary school level. This result is similar to the findings of Kibar's (2018) study. The variation of the school types did not have enough effect to make a difference in the assessment perceptions of teachers.

Similarly, in their study with instructors from state and private universities, Özdemir-Yılmazer and Özkan (2017) also could not find any difference between the classroom assessment practices of instructors from different universities. The reason of this finding was explained by them as a result of control by a higher institution of the country. The same reason may be mentioned because at secondary school level, all secondary schools in Turkey are administered by the Ministry of National Education, regardless of whether it is a private school or a public school.

In conclusion, this study aimed to investigate the teaching practices and assessment techniques for writing used by English language teachers who teach writing at secondary school level. Two surveys were used to to analyse each of the dependent variables. It was found out that teachers preferred teacher-centered and direct instruction methods for teaching writing. When it comes to assessment, teachers' scores were higher in more mechanical, exam-oriented and paper based assessment tehcniques. Therefore, it can be concluded that for writing classes, English language teachers are closer to traditional teaching writing methods and writing assessment techniques. According to the researcher, the reason for that may be the insufficient training of teachers for using technological devices or apps in teaching and assessment of writing. Negative attitudes toward using new methods or technology may lead teachers to stick to the methods which they learnt in their college education.

The study revealed that independent variables gender, teaching experience and school type do not have enough effect to make a difference on the use of teaching and

assessment techniques for writing. An interview was made with the participants at the end of the surveys. As for the qualitative findings, it was found that teachers do not have positive attitudes towards teaching writing. Moreover, they have some problems such as time, teacher-student interaction, motivation, lack of in-service training.

Findings of the study suggest that other factors such as motivation, teacher-student interaction and in-service training should be investigated apart from gender, teaching experience and school type. English language teachers can be acquainted with new approaches for teaching and assessing writing through in-service programmes. In-service training programmes can also be provided for teachers to revise their teaching and assessment approaches for writing. Teachers can be guided to use technology more frequently for both teaching and assessment part of writing by administrators. Teachers can be encouraged to allocate time for teaching writing through designing more class time in curriculum by policy makers. Furthermore, designing such programs will increase teachers' motivation and also provide chances to find out new ways to develop better teacher-student interactions during the class time for teaching writing.

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APPENDICES

Appendix A. Survey I.

I am an MA student investigating English language teachers' views on teaching and assessment of writing skills at secondary school level. The information that you provide will be anonymous and only be used for this research. Please read the items carefully and check them as indicated.

Thank you very much for your help.

Serdal KALAY
Süleyman Demirel University, Faculty of Education, ELT Department

Part I

This part asks about basic demographic information. Please choose the most appropriate response for you and put a check mark (✓) in the box to the left for each item.

Please check your gender

☐ Female

☐ Male

Please check your highest educational level

☐ BA ☐ MA ☐ Ph.D.

What is your BA degree?

☐ Teaching English as a Foreign Language ☐ English Language and Literature

☐ American Culture and Literature ☐ Translation and Interpretation

☐ Other

How long have you been teaching English?

☐ 1 year

☐ 2-5 years

☐ 6-10 years

☐ 10 years' over

What is your school type?

☐ Public school

☐ Private school

What grade(s) do you currently teach?

☐ 5th grade ☐ 7th grade
☐ 6th grade ☐ 8th grade

Part II

This part asks about type of writing practices you use when teaching your students writing skill. In each item, please put a check mark (√) in the box for the closest frequency of the writing practices you provide in classes you teach (You can check more than one grade).

		5th grade					6th grade					7th grade					8th grade				
		once a month	twice a month	three times a month	four times a month	more	once a month	twice a month	three times a month	four times a month	more	once a month	twice a month	three times a month	four times a month	more	once a month	twice a month	three times a month	four times a month	more
1	I teach students strategies for planning (with the goal of students using the strategies independently).																				
2	I teach students strategies for revising or editing their writing (with the goal of students using the strategies independently).																				
3	I teach students how to summarize in writing what they read.																				
4	I establish specific goals for what students are to include in their written assignments.																				
5	My students work together (collaborate) to plan, draft, revise, or edit a paper.																				
6	My students complete writing assignments using word processing.																				
7	I have students complete a prewriting activity (e.g., read about the topic or complete a graphic organizer) before starting a writing assignment.																				
8	I use a process approach to writing instruction in my classroom (at a minimum this includes students engaging in cycles of planning, drafting, and revising while writing; writing for real purposes, creating a supportive environment, and treating writing as a social activity where students work collaboratively with peers and the teacher).																				
9	I teach students how to write more complex sentences using sentence combining procedures.																				
10	I have students engage in inquiry/research activities when writing a paper where they must gather, organize, and analyze information or data.																				
11	I have students study,and imitate models of good writing.																				

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Part II
This part asks about type of writing practices you use when teaching your students writing skill. In each item, please put a check mark ($\checkmark$) in the box for the closest frequency of the writing practices you provide in classes you teach (You can check more than one grade).

		5th grade					6th grade					7th grade					8th grade				
		once a month	twice a month	three times a month	four times a month	more	once a month	twice a month	three times a month	four times a month	more	once a month	twice a month	three times a month	four times a month	more	once a month	twice a month	three times a month	four times a month	more
12	I teach students strategies for writing paragraphs.																				
13	I provide students with verbal praise or positive reinforcement for some aspect of their writing.																				
14	I have students assess their own writing performance (e.g., with rubrics, checklists, or other assessments).																				
15	I have students use writing as a tool for helping them learn content information in subjects like science, social studies, and math.																				
16	I use direct instruction methods (modeling, guided practice, and review) to teach basic writing skills (grammar, usage, etc.).																				
17	I teach spelling.																				
18	I teach handwriting.																				
19	I teach typing skills.																				

Appendix B. Survey II

I am an MA student investigating English language teachers' views on teaching and assessment of writing skills at secondary school level. The information that you provide will be anonymous and only be used for this research. Please read the items carefully and check them as indicated.

Thank you very much for your help.

Serdal KALAY
Süleyman Demirel University, Faculty of Education, ELT Department

Part I

This part asks about basic demographic information. Please choose the most appropriate response for you and put a check mark (✓) in the box to the left for each item.

Please check your gender

☐ Female

☐ Male

Please check your highest educational level

☐ BA ☐ MA ☐ Ph.D.

What is your BA degree?

☐ Teaching English as a Foreign Language   ☐ English Language and Literature

☐ American Culture and Literature   ☐ Translation and Interpretation

☐ Other

How long have you been teaching English?

☐ 1 year

☐ 2-5 years

☐ 6-10 years

☐ 10 years' over

What is your school type?

☐ Public school

☐ Private school

What grade(s) do you currently teach?

☐ 5th grade   ☐ 7th grade

☐ 6th grade   ☐ 8th grade

Part 2

This part asks about the classroom assessment practices. Please put a check mark (✓) in the box to the left for each method you use to evaluate your students in your English lessons.

Methods I use to assess writing in my English lessons.

1.Teacher made tests containing

☐ a. True-false items

☐ b. Matching items

☐ c. Multiple-choice items

☐ d. Editing a piece of writing such as a sentence or a paragraph

☐ e. Short-answer questions

☐ 2. Paragraph writing

☐ 3. Essay writing

☐ 4. Term project

☐ 5. Student journal

☐ 6. Peer assessment

☐ 7. Self assessment

☐ 8. Student portfolio

☐ 9. Standardized writing tests

☐ 10.Oral and/or written feedback

I use assessments for grading students' writing. ☐ Yes   ☐ No

End of the survey
Thank you

Appendix C. Permissions for Adoptation of Surveys

Survey I.

Serdal Kalay <serdalkalay81@gmail.com>
Alıcı: Steve ▾

1 Ağu 2018 Çar 11:56 ☆ ↰

Dear Sir,

I am Serdal Kalay from Turkey. I currently write my thesis on 'English Language Teachers' Views on Teaching and Assessment of Writing Skills at Secondary School Level' topic. I kindly ask your permission to use and adopt your survey in the article 'Teaching Writing to Elementary Students in Grades 4-6: A National Survey' authored by you and Jennifer Gilbert for my research on the condition that I cite it. If it is possible for you to send a copy of the survey, I would appreciate your help.
Thank you for your support in advance.

Kind regards.

p.s. I wrote for your permission beforehand, however i forgot to ask for 'adoptation' so i added 'to use and adopt' in this mail. I can send you a copy of my adoptation if you demand.

Steve Graham <steve.graham@asu.edu>
Alıcı: ben ▾

3 Ağu 2018 Cum 01:42 ☆ ↰

文ₐ İngilizce ▾ › Türkçe ▾ İletiyi çevir   İngilizce için kapat

Here you go - You have my permission to use

steve

Survey II.

Serdal Kalay <serdalkalay81@gmail.com>
Alıcı: wychen66 ▾

31 Mar 2018 Cmt 13:30 ☆ ↰ ⋮

Dear Sir,

I am Serdal Kalay from Turkey. I currently write my thesis on 'English Language Teachers' Views on Teaching and Assessment of Writing Skills at Secondary School Level' topic. I kindly ask your permission to use your 'Survey on EFL Teachers' Assessment Methods in Entry-Level Writing Courses in Technological Universities in Taiwan' scale for my research on the condition that I cite it. Thank you for your support in advance.

Kind regards.

•••

Cheryl Chen <wychen66@gmail.com>
Alıcı: ben ▾

31 Mar 2018 Cmt 13:34 ☆ ↰ ⋮

文ₐ İngilizce ▾ › Türkçe ▾ İletiyi çevir   İngilizce için kapat ✕

No problem.

Appendix D. Permission from Isparta Directorate of Education

T.C.
ISPARTA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 27749142-44-E.22569425   26.11.2018
Konu: Anket Çalışması

SÜLEYMAN DEMİREL ÜNİVERSİTESİ
(Eğitim Bilimleri Enstitüsü Müdürlüğü)
Öğrenci İşleri Birimine

İlgi   :19/11/2018 tarihli ve 277605 sayılı yazınız.

İlgi yazınızla talep ettiğiniz, Serdal KALAY'a ait uygulama çalışmasının yapılmasının uygun görüldüğü ile ilgili Valilik Makamının 22/11/2018 tarihli ve 22424453 sayılı onayı ekte gönderilmiştir.

Gereğini arz ederim.

Yusuf YALÇIN
Müdür a.
Şube Müdürü

Eki: Onay (1 Adet)

Güvenli Elektronik İmzalı
Aslı İle Aynıdır 26./11./20.18

Hatice AYDINLI
Memur

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Elektronik Ağ: isparta.meb.gov.tr   Tel: (0 246) 2803346
e-posta: isparta@meb.gov.tr   Faks: (0 246) 2803278

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 5714-cdf4-3e3d-91aa-b474 kodu ile teyit edilebilir.

CURRICULUM VITAE

Serdal KALAY

Birth Place and Date: ELAZIĞ/ 30.06.1981

Marital Status: Married

Foreign Language: English

Contact: serdalkalay81@gmail.com

Education	
High School	: Isparta Ş.A.İ.K Anatolian High School (1996-1999)
Bacherlor's Degree	: Uludağ University, Faculty of Education, Department of English Language Teaching (1999-2003)