

An Investigation into In-service and Pre-service English Teachers'
Conception of Assessment*

**İngilizce Öğretmeni ve Öğretmen Adaylarının Ölçme ve
Değerlendirme Kavrayışına Yönelik Bir Araştırma**

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Received: 26 June 2019

Research Article

Accepted: 24 March 2020

ABSTRACT: Although the importance of assessment on education is undebatable, the intentions of assessors while conducting assessment haven't been studied yet in detail. To this end, this study aimed to disclose pre-service and in-service English teachers' conceptions of assessment. In the study, conception of assessment was categorized under four main titles; improvement, school accountability, student accountability and irrelevance. A total of 97 pre-service and in-service teachers participated in the study. Descriptive results indicated that conception of improvement held the highest agreement level among participants. On the other hand, school accountability got the lowest agreement level. Correlation results showed that improvement, school and student accountability conceptions were positively correlated. A MANOVA analysis was applied to scrutinize any effects of gender and grade level/teaching differences on participants' conceptions. Analysis results indicated that both gender and grade level/teaching factors made significant difference on participants' conceptions of assessment. A follow up ANOVA analysis indicated significant gender difference on school accountability, with males had higher value than females. Also, there was a significant difference among grade level/teaching groups on school and student accountabilities. Teachers held the highest value for school accountability, and fourth graders held the highest mean value for student accountability.

Keywords: assessment, conception of assessment, in-service teacher, pre-service teacher.

ÖZ: Ölçme ve değerlendirmenin eğitim üzerindeki önemi tartışılmaz olsa da, ölçme ve değerlendirme yaparken ölçmecilerin niyetleri henüz ayrıntılı olarak incelenmemiştir. Bu amaçla, bu çalışma hizmet öncesi ve hizmet içi İngilizce öğretmenlerinin ölçme değerlendirme kavrayışlarını açıklamayı amaçlamıştır. Çalışmada ölçme ve değerlendirme kavramı dört ana başlık altında toplanmıştır; gelişim, okul sorumluluğu, öğrenci sorumluluğu ve önemsizlik. Çalışmaya toplam 97 öğretmen ve öğretmen adayı katılmıştır. Betimsel sonuçlar, gelişim kavrayışının katılımcılar arasında en yüksek anlaşma düzeyini sağladığını göstermiştir. Öte yandan, okulun sorumluluğu en düşük anlaşma düzeyine sahiptir. Korelasyon sonuçları gelişim, okul ve öğrenci hesap sorumluluğu kavramlarının pozitif korelasyon gösterdiğini göstermiştir. Cinsiyet ve sınıf düzeyi/öğretim farklılıklarının katılımcıların kavrayışları üzerindeki etkilerini incelemek için çoklu bir varyans analizi uygulanmıştır. Analiz sonuçları, hem cinsiyet hem de sınıf düzeyi/öğretim faktörlerinin katılımcıların değerlendirme kavrayışları üzerinde önemli bir fark yarattığını göstermiştir. Takip eden tek yönlü varyans analizi, erkeklerin kadınlardan daha yüksek değere sahip olduğu, okul sorumluluğu üzerinde önemli cinsiyet farklılığı olduğunu göstermiştir. Ayrıca, sınıf ve öğretim grupları arasında okul ve öğrenci sorumluluğu arasında anlamlı bir fark vardır. Öğretmenler okul sorumluluğu için en yüksek değere sahiptir ve dördüncü sınıf öğrencileri öğrenci sorumluluğu için en yüksek ortalama değere sahiptir.

Anahtar kelimeler: değerlendirme, değerlendirme algısı, öğretmen, öğretmen adayı.

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Citation Information

Yetkin, R., & Özer, Z. (2020). An investigation into in-service and pre-service English teachers' conception of assessment. *Kuramsal Eğitimbilim Dergisi [Journal of Theoretical Educational Science]*, 13(2), 384-396.

In the language learning and teaching process, the importance of assessment has gained more attraction since all the constituents in the process such as teachers, learners, administrators, and families wish to see concrete outcomes of the whole processes. Assessment, as one of the core elements of any educational activity, holds a significant place on both teaching and learning processes. It is not used not only to measure the outcomes of students' learnings but also to improve the quality of teaching to check, and finally reach desired outcomes.

As stated by Shing and Fai (2007), "assessment has a salient influence on student learning" (p. 185). In this regard, it is used both to improve the quality of learning and teaching (formative), and to check learning outcomes of learners at the end of any educational activities (summative). Assessment, in this regard, comprises all the procedures conducted by teachers or students to evaluate themselves (Black & William, 1998) and it "involves making assumptions about what exists, what it is like and how we might know about it" (Knight, 2002, p. 279). In this sense, many assessment techniques have been vastly used in language process and mainly in language classrooms. Various assessment techniques (such as summative, formative, alternative, formal and informal) have been applied in the process of language teaching and learning to assess the language outcomes and foster the teaching-learning process.

Conception of Assessment

In 2002, Brown came up with a new brand term named conception of assessment. In his context, conception of assessment was used as the mental representation of purposes of assessment. He conceptualized four different purposes of assessment from the literature and theory, and categorized them as improvement, school accountability, student accountability and irrelevance. Harris and Brown (2009) emphasized that conception of assessment is important since it forms how teachers utilize from assessment practices. Furthermore, Wang, Kao, and Lin (2010) stressed that the relation between assessment, program, education and learning should be disclosed and restructured in order to improve in-service teachers' conception about assessment.

Improvement conception entails that assessment should be used for the unique and ultimate purpose of improving students' learning and learning outcomes. Brown (2002) advocated that improvement conception demands that assessment should not only enlighten students about their improvements of individual learning, but also progress the effectiveness of teaching.

School accountability conception requires assessment to be used to evaluate performance outcomes of schools and to decide how good schools are doing on their sides. Brown (2002) explained two dimensions of school accountability; the first one is to indicate the quality of education in a school and the second one is the improvement of quality of instruction.

Student accountability brings about the necessity to check learners own learning by assessment procedures (Brown, 2004). In this regard, assessment is seen as a tool to check learners' learning outcomes through meaningful assessment techniques to make students accountable so that they can decide on their levels and make further decisions accordingly. Likewise, it is used to assign scores to learners' performances based upon predetermined criteria, and categorize them into different success groups (Brown, 2004).

Irrelevance conception entails that since assessment is considered as a formal and systematized procedure to assess learners' outcomes, it does not have a valid structure in teaching and learning process (Brown, 2004).

Studies on Conception of Assessment in Different Settings

Conception of assessment is a new research area that aims to disclose purposes of assessment. A number of studies in different countries have already been conducted to see conception of assessment in distinct settings (Azis, 2012, 2015; Brown, 2002, 2004; Brown & Hirschfeld, 2008; Brown & Michaelides, 2011; Peterson & Irving, 2008; Shing & Fai, 2007; Vardar, 2010; Yetkin, 2018).

In New Zealand context, Brown and Hirschfeld (2008) conducted a research on 3469 secondary school students to uncover their conceptions of assessment. They used a self-report inventory and results of standardized reading comprehension examinations. The study results pointed out that student accountability conception was mostly related to achievement by the participants. They proposed that students' conceptions over teaching and learning process was essential because there is evidence that these conceptions affect students' learnings and related activities (Brown & Hirschfeld, 2008).

In Chinese context, Shing and Fai (2007) applied a survey method to disclose 97 college lecturers' conceptions of assessment in Mainland China. The outcomes of the study indicated that lecturers showed agreement with the idea that assessment advances both the quality of teaching and students learning. It also revealed that assessment made schools accountable. Consequently, they found positive correlation between improvement and school accountability.

In Hong Kong context, almost 300 teacher participants from 14 different primary and secondary schools were studied to discover their conceptions of assessment by Brown, Kennedy, Fok, Chan, and Yu (2009). A Chinese translation of Teachers' Conceptions of Assessment inventory and a Practices of Assessment inventory were utilized as data collection instruments. The statistical analysis unfolded strong and positive correlation between improvement and student accountability conceptions. In this regard, if students think that assessment is for their personal improvement, they likely to believe that assessment is also for evaluating their learning outcomes properly.

Azis (2012) conducted a review process in order to disclose teachers' conceptions, purposes and practices of assessment in six different countries. He reviewed a number of international articles written on conception of assessment in different contexts. He mainly aimed to unearth teachers' conceptions over purposes of assessment. The study results indicated that assessment was mostly attached to improvement conception. He also revealed that assessment process and procedures should be supported by a number of different tools and strategies.

In Indonesian context, Azis (2015) conducted a mixed method study to reveal participants' conceptions of assessment. 107 junior high teachers participated to the study. Qualitative and quantitative analysis results demonstrated that assessment should be used for improvement of learning and teaching with a very high agreement level. School and student accountabilities returned very similar results. On the other hand,

participants mostly disagreed with the conception of irrelevance and they rejected to see assessment as useless, and purposeless.

Several studies on conception of assessment have been conducted in Turkish context so far. Uncovering students and teachers' conceptions of assessment is an important aspect since testing plays a key role in Turkish education system. One of the latest studies on teachers' conceptions of assessment was conducted by Yetkin (2018) on a university context in Turkey. 204 pre-service English teachers on a teacher education program were asked for their conceptions through Teachers Conceptions of Assessment inventory. The study results made it clear that pre-service teachers mostly believe assessment ought to be used to improve the quality of teaching and learning. On the other hand, seeing assessment as irrelevant and aimless were held the lowest value among all the conceptions. Likewise, improvement and irrelevance conceptions were negatively correlated with each other.

Even though conception of assessment has been studied in many different contexts, further studies are still needed for more in depth results. At first, very few studies have already been conducted in Turkish context. Secondly, almost all of the studies have researched teachers or students' conceptions of assessment for general education or other field areas such as mathematics, and there is a need to study language teachers'/ teacher candidates' conceptions of assessment to be able to further analyze their assessment purposes and behaviors from their conceptions.

The present study in this regard, aimed to describe language teachers'/ teacher candidates' conceptions of assessment in the local context and to examine the relation between teachers' and teacher candidates' conceptions. Originating from a quantitative approach, the present study was designed to formulate following research questions;

1. What is the participants' conception of assessment?
2. Is there any difference between males and females' conception of assessment?
3. Is there any difference between in-service English teachers' (teaching) and pre-service English teachers' (grade level) conception of assessment?
4. How are different levels of conception of assessment related to each other?

Methodology

The aim of the present study was to reveal pre- and in-service English teachers' conceptions of assessment. By understanding their conceptions, assessment based activities and processes could be altered, varied or renewed.

Research Design

The research was designed around cross-sectional study design and based upon survey study. It was conducted by concerning quantitative research procedures. The data were collected through a 6-point Likert-type scale and all the obtained data were analyzed and interpreted quantitatively.

Setting and Participants

This study was carried out at a state university and a couple of state schools in Turkish context. A total of 97 in-service and pre-service English language teachers; 31

teachers, 34 fourth grade students and 32 first grade students participated in the study. The pre-service teacher participants were from first and fourth grade students of ELT department of Hacettepe University and English teacher participants were working at schools in Ankara, Adiyaman and Istanbul. 23 of the participants were male and 72 of the participants were female with 2 missing. Their ages ranged from 18 to 45.

Table 1

Demographic Information of the Participants

Participants	Age min.	Age max.	N
Teachers	18	45	31
1 st graders	18	45	32
4 th graders	18	45	34
Missing Value	18	45	2
Total			97

Instrumentation

The data were collected by using an instrument called “Teachers' conceptions of assessment inventory--Abridged (TCoA-III A Version 3-Abridged)” developed by Brown (2006). The inventory including 27 items under four main variables (improvement, school accountability, student accountability, and irrelevance) was in 6-point Likert-scale format ranging from strongly disagree to strongly agree. The participants were expected to rate from 1 to 6 according to their agreement level with a specific statement. All the validity and reliability checks were already computed for the inventory. In the current study, Cronbach's alpha coefficients were computed as 0.83. Student demographics information such as age, gender and experience were collected through a questionnaire attached to inventory.

Data Collection Procedures

The data were collected in different phases through convenient sampling. After getting necessary permission from the possessor of the inventory, the consent of participants was asked through verbally and a “Consent Form” attachment attached to front page of each inventory. The data collection process was accomplished with voluntary participants. For the first and fourth graders, the inventory was delivered before each class time after getting necessary permission from each instructor beforehand. Before delivering the inventory, the students were provided with necessary information on the inventory, how they fill it out and timing. For the English teachers, the inventories were converted into online version in order to collect data from different education settings. For the teachers, the necessary information about the inventory was also provided before the main instrument in the online version. For the ethical conduct, necessary permissions were taken from the head of the department and school principals at first. Then, all the participants were informed about the process of data collection, purpose of the study and confidentiality. Their voluntary participations were quarantined by not only through consent forms, but also through verbal instructions

before each data collection session. When any of the participants wished not to take or complete the survey, they were released from the data collection session.

Data Analysis Procedures

The data were inserted into Statistical Package for the Social Sciences (hereafter SPSS 23) software program for further analysis. Firstly, the data were subjected into descriptive statistics to look for any missing or uncorrected values. Respectively, the data were subjected to test of normality in order to see distribution of the data. Normality test results indicated that the data were normally dispersed, so parametric tests were applied accordingly. After that, reliability of the scale was computed.

Later, the data were analyzed through descriptive and inferential statistics. Mean values for each item were computed and interpreted. Then, the data were examined by using Pearson product-moment correlation coefficient in order to see the magnitude of relations among each dependent variable and to reveal the direction of the relations.

These analysis steps were followed by a multivariate analysis of variance (MANOVA) test. All the assumptions of MANOVA were investigated for each independent variable. Then, MANOVA analysis was applied to explore participants' gender and experience differences. For the variables yielded significant difference after Bonferroni correction, a follow up ANOVA test was conducted to reveal where the difference was.

Results

Conception of Assessment (COA)

Participants' conceptions of assessment were analyzed through descriptive statistics. The higher mean value indicated the higher agreement level for each variable as presented in the Table 1.

Table 2

Participants' Overall Conceptions of Assessment

Conception of Assessment	<i>N</i>	<i>M</i>	<i>SD</i>
Improvement	97	3.94	.83
School Accountability	97	3.48	.97
Student Accountability	97	3.89	.82
Irrelevance	97	3.92	.56

As shown in the Table 2, four levels of conception of assessment were presented in the TCoA- IIIA Scale. Improvement conception ($M=3.94$, $SD=.83$) had the highest rank among all variables and was followed by irrelevance ($M=3.92$, $SD=.56$). Improvement and irrelevance conceptions had a moderate agreement level. School accountability conception also had moderately agreement level ($M=3.89$, $SD=.97$). Conception of student accountability ($M=3.48$, $SD=.56$) held the lowest mean value of all variables.

Effect of teaching/grade level difference on COA

A one way between groups multivariate analysis of variance was performed to scrutinize teaching/grade level differences in conceptions of assessment. Preliminary assumptions were tested for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, with no serious violations noted. It was seen that there was a statistically significant difference between sophomores, seniors and in-service teachers on the combined dependent variables, $F(8, 182) = 3.12, p = .002$; Wilks Lambda = .77; partial eta squared = .12.

Table 3

Wilks' Λ for Differences in Conceptions among 1st and 4th Grade Students, and Teachers

	Wilks' Λ	$F(8, 182)$	p	Partial eta ²
Teaching/Grade	.771	3.162	.002	.122

* $p = .05$

Table 4

MANOVA for Differences in Conceptions of Assessment Based on Teaching/Grade Difference

Purposes	M_1	M_4	M_T	$F(2,94)$	p	Partial eta ²
School A.	3.052	3.696	3.699	5.12	.00	.098
Student A.	3.448	4.196	4.027	8.14	.00	.152

A separate ANOVA was computed for each dependent variable, with each ANOVA assessed by applying Bonferroni adjusted level of .012. There was a significant difference between different teaching/grade groups on school accountability, $F(2, 94) = 5.12, p = .00$, partial eta squared = .098, with teachers ($M = 3.699$) slightly higher than 4th graders ($M = 3.696$) and higher than 1st graders ($M = 3.052$). There was also a statistically significant difference on student accountability, $F(2, 94) = 8.14, p = .00$, partial eta squared = .152, with 4th graders ($M = 4.196$) slightly higher than teachers ($M = 4.027$) and higher than 1st graders ($M = 3.448$). There was not a significant difference between different teaching/grade groups on improvement conception, $F(2, 94) = 1.45, p = .23$, partial eta squared = .030, and irrelevance conception, $F(2, 94) = 2.91, p = .059$, partial eta squared = .058.

Effect of Gender on COA

A one way between groups multivariate analysis of variance was performed to investigate gender differences in conceptions of assessment. Preliminary assumptions of MANOVA were checked with no serious violations noted. There was a statistically significant difference between males and females on the combined dependent variables, $F(4, 90) = 2.89, p = .026$; Wilks Lambda = .88; partial eta squared = .114.

Table 5

Wilks' Λ for differences in conceptions between genders

	Wilks' Λ	$F(4, 90)$	p	Partial η^2
Gender	.886	2.894	.026	.114

* $p = .05$

Table 6

MANOVA for differences in conceptions of assessment based on gender

Purposes	M_m	M_f	$F(1,93)$	p	Partial η^2
School A.	3.97	3.30	8.99	.00	.88

A separate ANOVA was conducted for each dependent variable, with each ANOVA evaluated by applying Bonferroni adjusted level of .012. There was a significant difference between males and females on school accountability, $F(1, 93) = 8.99$, $p = .00$, partial eta squared = .88, with males ($M = 3.97$) higher than females ($M = 3.30$). There was not a significant difference between difference between males and females on improvement conception, $F(1, 93) = 4.85$, $p = .03$, partial eta squared = .05, student accountability conception, $F(1, 93) = 4.10$, $p = .04$, partial eta squared = .04, and irrelevance conception, $F(1, 93) = 1.52$, $p = .22$, partial eta squared = .016.

Relationship between Conceptions

The relation among assessment conceptions was analyzed through bivariate correlation. Positive and significant correlations indicated that when participants' agreement level increases for one purpose of assessment, the other purpose is also likely to increase its agreement level.

Table 7

Relationship between levels of conception of assessment

Inventory Subscales	1	2	3	4
Improvement	-			
School Accountability	.648**	-		
Student Accountability	.542**	.577**	-	
Irrelevance	.061	.060	-.111	-

** $p < 0.01$ level (2-tailed).* $p < 0.05$ level (2-tailed).

The relationship among different levels of conceptions of assessment was investigated by using Pearson product-moment correlation coefficient. There were large, positive correlations between improvement and school accountability levels, $r = .64$, $n = 97$, $p < .01$ with a 40, 96% variance of the coefficient of determination, and between improvement and student accountability conceptions, $r = .54$, $n = 97$, $p < .01$

with a 29, 16% variance of the coefficient of determination. There was also a large, positive correlation between school accountability and student accountability, $r = .57$, $n = 97$, $p < .01$ with 32, 49% variance of the coefficient of determination. None of the variables were significantly correlated with irrelevance conception. Even though improvement and school accountability conceptions had very small degree of relationship with irrelevance conception, student accountability and irrelevance conceptions were negatively correlated with a small degree of relationship, $r = -.11$, $n = 97$, $p < 0.5$ with a 01.21% variance of the coefficient of determination.

Discussion and Conclusion

The present study was mainly designed to uncover not only in-service English teachers but also pre-service English teachers' conceptions of assessment, purposes to conduct assessment during the language learning and teaching process. The study also aimed to disclose their views on the purposes of assessment and their possible interactions based on their grade level/teaching experience and gender differences. Participants' conceptions of assessment were investigated through descriptive statistics regarding improvement, school and student accountability, and irrelevance conceptions. Statistical analysis indicated that improvement conception/purpose held the highest mean value ($M=3.94$) and participant moderately agreed that assessment should be use for the purpose of improving teaching and learning process and outcomes. As stated by Brown (2002), this conception entails denouncing not only students' private learnings but also advancing the worth of teaching. In this regard, many previous studies yielded similar results with the current study on improvement conception. For example, Yüce (2015) indicated participants as moderately agreed with conception of improvement. Similarly, Yetkin (2017) also found out that pre-service English teachers agreed favorably with the conception of improvement. Brown and Hirschfeld (2008) proposed that when students consider assessment is to account their own learning, then their results are likely to rise positively. In that sense, it is clear to withdraw that not only teachers but also pre-service teachers are willing to use assessment as a tool for improvement of language learning and teaching process.

Interestingly, conception of irrelevance took the next stage and participants also moderately agreed that assessment is irrelevant ($M=3.92$). This result opposed many research outcomes in the literature with some exceptions. Remesal (2009) indicated that conception of irrelevance was the most frequent conception among Spanish student teachers. Remesal (2009) suggested that "there is an urgent necessity of teaching future teachers how to assess in a way that promotes the improvement of teaching and learning" (p.11). Many other studies indicated low acceptance rates for conception of irrelevance, though. Brown (2004) said that participants refused seeing assessment as irrelevant. Similarly, Azis (2015) revealed that conception of assessment got the lowest response ($M=1.94$) and participants mostly disagreed to see assessment as useless.

School accountability ($M=3.89$) had very close acceptance rates to improvement and irrelevance conceptions. Student accountability ($M=3.48$), on the other hand, had the lowest response rate among all the purposes. The reason for high response rate for irrelevance and low response rate for student accountability could be because of the fact that participants consider assessment as not measuring their qualifications comprehensively.

Multivariate test of variance results showed that there was no statistically significant difference among males and females concerning their conceptions of assessment (Wilks' Lambda=.97, $p=.31$). Similar results were yielded by Zaimoğlu's (2013) study in which she found out statistically no difference between males and females as well (Pillai Trace=.20, $p=.17$). Descriptive analyses indicated slightly different values for males and females for their conceptions of assessment, but their agreement levels for each conception were the same according to descriptive results. It was seen that both males and females were inclined to see assessment as a tool for improvement of teaching and learning with a moderate agreement level. In this respect, Zaimoğlu (2013) concluded that "whatever teachers' gender is, they give importance to the function of assessment, which improves teaching and students' learning" (p.55). In the light of above results, it is clear that participants were inclined to assessment as a tool to improve and account their learning regardless of gender. This could be due to the fact that both males and females focused on the learning, not the way assessment was used to.

Participants' grade level/teaching differences and its relation to their conceptions of assessment were explored through multivariate test. Statistical results showed significant difference for first and fourth grade pre-service teachers and in-service teachers. Both fourth graders and in-service teachers indicated moderately agreement level with school and student accountabilities and first graders presented slightly agreement level for both purposes. The results indicated statistically significant difference for in-service teachers on school accountability conception, and statistically significant difference for fourth graders on student accountability conception. The former result- school accountability- could be arisen from the fact that good schools tend to yield good outcomes. Martin and Loeb (2002), on this regard, indicated that "focusing on higher standards and how well schools do on tests may also improve higher level skills" (p. 320). Moreover, since in-service teachers completed their school-based accountabilities, they may incline to focus on their schools rather than their own accountabilities. Another point could result from experience. Moinvaziiri (2015) found out meaningful correlation between teaching experience and school accountability ($r=.16$, $p=.05$). Moinvaziiri (2015) also proposed that teaching experience and school accountability is positively correlated. The latter result -student accountability-, on the other hand, unearthed the fact that pre-service teachers have not yet teachers (Brown & Remesal, 2012). As indicated by Brown and Remesal (2012), the same validity factor is understood as improvement by in-service teachers, but it is understood as means of accountability by pre-service teachers. In this regard, fourth grade pre-service teachers are inclined to focus on their accountability, since they are still students and they are still bound to many assessment processes.

The relationship among different purposes of assessment was explored through correlational analysis. The correlational analysis indicated robust and affirmative correlation between improvement, school and student accountabilities; whereas, none of the purposes were significantly correlated with irrelevance conception. Moreover, student accountability and irrelevance conceptions were negatively correlated. These results could indicate that either pre-service or in-service teachers would prefer to benefit from assessment in their teaching or learning processes. Brown (2004) signified that participants complied with improvement and school accountability conceptions;

however, they refused to see assessment as irrelevant. The author also asserted that when teachers believe that assessment is for improvement, then they are unlikely to see assessment as irrelevant ($r=-.69$), but they will probably relate assessment to school accountability ($r=.58$). Eric, Hanushek, and Raymond (2005) found out that presenting accountability system into school leads to improvement and schools with accountability systems tend to be yielding better growth than schools without accountability. Similarly, Martin and Loeb (2002) found out positive and significant relation between accountability and participants' achievement. In this regard, negative correlation between student accountability could be explained with formative assessment 'assessment for learning' that means students prefer to conceive assessment as a tool of improvement instead of seeing as an invalid process.

Limitations to the Study

Firstly, current research was conducted through quantitative research design and procedures. A mixture of qualitative and quantitative research design can unearth more in-depth results. Secondly, splitting teachers as novice teachers (e.g. less than three years of experience) and experienced teachers (e.g. more than three years of experience) can detect the effect of experience over conceptions in more detail. Lastly, instead of just including one group of pre-service English teachers as the study sample, participants from different universities as well as from different faculties of education and graduates can help to better understand different reasons and intentions toward assessment procedures and practices.

Statement of Responsibility

Ramazan Yetkin; conceptualization, methodology, validation, formal analysis, writing–original draft, writing-reviewing & editing, visualization, supervision, and project administration. Zekiye Özer; conceptualization, methodology, validation, investigation, resources, data curation, writing–original draft, writing- reviewing & editing.

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