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교육학석사학위논문

English Teachers' Self-Efficacy Beliefs
in Performance Assessment:
A Case Study of
Six Korean EFL High School Teachers

한국 고등학교 영어 교사의 수행평가
자기 효능감에 대한 사례연구

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서울대학교 대학원
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English Teachers' Self-Efficacy Beliefs
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by
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Abstract

English Teachers' Self-Efficacy Beliefs in Performance Assessment:

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The increasing importance of alternative assessment in the secondary schools has resulted in the emphasis of performance assessment in Korea, especially when the 2015 Revised National English Curriculum stresses the integration of instruction and assessment, pursuing student-centered learning and process-based evaluation. Accordingly, English teachers' confidence in their ability to assess the progress of students has come to the forefront since their assessment efficacy influences the effective use of performance assessment.

The purpose of this case study is to collect information on the sources that construct assessment efficacy in English performance assessment perceived by Korean EFL high school teachers. Investigating efficacy sources will provide insights into how English teachers form their assessment efficacy and how to help them improve their effectiveness in English performance assessment. The guiding

research question is as follows: What sources of information do Korean teachers of English rely on to establish their self-efficacy in performance assessment?

Six high school English teachers voluntarily participated in the study, three of whom were novice teachers with less than five years of teaching experience, and three of whom had taught English for more than ten years. In order to address the research question, two sessions of semi-structured individual interviews were conducted to explore their self-perceived assessment efficacy and the sources of assessment efficacy. All interviews were recorded and transcribed. Also, teachers were asked to electronically write a teacher journal via Google for three months when significant events related to assessment occurred in and out of class.

The findings indicate that sources of efficacy information postulated by Bandura (1997) (i.e., mastery experience, verbal persuasion, vicarious experience, and physiological and emotional arousal) were valid in influencing teachers' sense of assessment efficacy. Besides, five more sources of information were identified as determining factors in establishing teachers' assessment efficacy. The additionally identified sources included personal sources, non-contextually situated factors, which involved professional development activities and language proficiency. Three contextual sources also emerged such as teacher collegiality, student trait and national college admission policy. While the relative effectiveness of each of the sources may differ, they were closely intertwined, affecting teachers' perceptions of assessment efficacy. Notably, teachers' self-efficacy beliefs were not static, showing dynamic changes, influenced by multiple

sources, regardless of the length of teaching years.

Despite some limitations of the study in terms of a sample size, and other methodological issues, it will contribute to a better understanding of teachers' dynamic efficacy beliefs in performance assessment and various issues associated with interconnected factors influencing them. These will provide valuable insights on how to help teachers gain their efficacy beliefs in the effective use of performance assessment in Korean EFL high school context.

Key words: teacher efficacy, efficacy beliefs, efficacy sources, assessment efficacy, performance assessment, foreign language assessment, case study

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Chapter 1. Introduction

This chapter introduces the research by presenting the motivation of the study and the organization of the thesis. Section 1.1 discusses the motivation and purpose of the present study, and Section 1.2 reveals the research question. The chapter closes with an outline of the organization of the thesis in Section 1.3.

1.1 The Motivation and Purpose of the Study

With the increasing importance of assessment in an educated society (Taylor, 2009), classroom EFL teachers' knowledge, awareness and fluency in language assessment has become an important issue in language teaching. Effective assessment can support and promote learning, and therefore, a teacher's ability to engage with a range of teaching, learning, and assessment practices is essential. Wrongly selected assessment tasks can severely damage teachers' hard work in creating efficient and supportive classrooms (Colley, 2008; Rixon, 2000). Furthermore, as Crusan, Plakans and Gebril (2016) suggest, it is the students who lose out if assessment practices are poor.

For many years, traditional assessments like standardized multiple-choice tests are predominant to evaluate students. However, interest in alternative forms of assessment, such as performance assessment, has emerged, reflecting a paradigmatic shift in assessment (Gottlieb, 2006). Performance assessment and its significant role have been extensively examined in the field of foreign language teaching and learning (Adair-Hauck, Glisan, Koda, Swender, & Sandrock, 2006;

Beno, 2004; Hancock, 1994; Wiggins, 1998): Student learning is better assessed when assessment procedures include standards for performance (Wiggins, 1998); students can foster communicative or functional language abilities that can enhance their potential performance in a more authentic context (Adair-Hauck et al., 2006; Liskin-Gasparro, 1996); the feedback provided from a direct assessment improves student learning (Liskin-Gasparro, 1996).

The rising importance of performance-based assessment in language education is well-matched by the adoption of the 2015 Revised National English Curriculum (RNEC) in Korea in 2018. The revised curriculum emphasizes student-centered learning and process-oriented evaluation to build the core competencies such as communicative competence, self-management competence, community competence, and information processing competence for learners to prepare for the future (Kim, 2017). Furthermore, educational policies for entrance to universities shifted from a single test to a multiple assessment portfolio (Kwon, Lee, & Shin, 2017). Teachers' professional growth in English performance assessment competence is more required than ever for effective teaching and assessment practice.

The ability of teachers to utilize assessments effectively is contingent upon teachers' knowledge of the assessment process, teachers' belief in the effectiveness of the process, and teachers' perceptions of their ability to implement the process of assessment (Hill, 2018). In other words, assessment practices in second language education necessitate not only an expansion of the knowledge base that teacher assessors need to develop, but also a motivational boost of

teachers that can help their persistence in the effective use of assessment tools. As Bandura (1997) assumed that self-doubt could overrule both knowledge and skills, teachers' sense of competence, named as self-efficacy, can be a major influential factor in determining assessment practice in the language classroom.

A teacher's assessment self-efficacy refers to a teacher's sense of confidence in his or her ability to assess the progress of students (Chapman, 2008). According to Darling-Hammond (1996), teachers' competence is the single most important educational variable related to student achievement. Tschannen-Moran, A. W. Hoy and W. K. Hoy (1998) also argue that self-efficacy has been shown to be one of the most important characteristics of teachers regarding students' achievements. Teachers' beliefs in their abilities and their attitude towards these abilities influence the whole process of language education from instructional design to the interpretation and enactment of assessment in the classroom to educational decision about student performance.

Since teachers' efficacy beliefs play an influential role in determining students' achievement and performance, it is necessary to attend to how teachers' efficacy beliefs in assessment are shaped and what sources contribute to these efficacy beliefs. As Klassen, Tze, Betts and Gordon (2011) suggest, investigating efficacy sources is a priority for teacher efficacy research before professional development programs can be designed to help teachers develop a high level of efficacy. Exploring efficacy sources, Bandura (1997) postulated four types of information sources that are principal for the construction of self-efficacy beliefs: mastery experience as an indicator of capability based upon successful experiences;

vicarious experience through observation and comparison with other teachers' competence via modeling process; verbal persuasion as comment or feedback from significant others in the same social group; physiological and emotional arousal based upon interpretation of teachers' affective states.

Noteworthy is that the phenomenon of self-efficacy is malleable and can be influenced positively or negatively depending on various contextual factors. Beside Bandura's (1997) four efficacy sources, there are a number of potential factors that can determine the success, or the failure of assessment practiced by teachers, possibly affecting teachers' perception of their ability, and, in turn, influencing their performances. Therefore, it is important to understand the sources underlying teachers' assessment efficacy within the context, which will help us to gain context-specific insights into how to enhance teachers' efficacy beliefs and improve educational outcomes.

However, there is a dearth of research on formation and sources of in-service teachers' assessment self-efficacy in the area of foreign or second languages, especially in EFL context although research into teachers' sense of efficacy has been extensively conducted. Moreover, teachers' self-efficacy beliefs are themselves "complex, meaningful interpretations" (Wheatley, 2005, p. 759), so a qualitative methodology is necessary for a more detailed exploration of the teacher self-efficacy in language assessment. Qualitative case study can closely examine a real-world setting where individual teachers develop their efficacy beliefs from meanings they construct through varying experiences, and contribute to gaining "insights from existing or new concepts that may help to explain social

behavior and thinking” (Yin, 2016, p. 9). Henson (2002) and Wheatly (2005) also insist that, with quantitative studies dominant in the area of teacher efficacy sources, more qualitative and interpretive studies are needed to fully understand the sources of efficacy information and the meaning teachers attach to them.

Accordingly, the present study takes a qualitative approach, aiming to collect information on the sources that construct assessment efficacy in English performance assessment perceived by Korean EFL high school teachers. It is expected that the present study will contribute to the investigation of assessment efficacy sources of Korean high school English teachers, providing insights into how English teachers establish their assessment efficacy and how to help improve their effectiveness in performance assessment.

1.2 Research Question

This study investigates the sources of information that influence the establishment of teacher efficacy in English performance assessment in Korean high schools; it is guided by the following exploratory research questions:

What sources of information do Korean high school teachers of English rely on to establish their self-efficacy in English performance assessment?

1.3 Organization of the Thesis

This thesis consists of six chapters. Following the present introduction chapter, Chapter 2 provides a review of the literature on English performance assessment and teachers’ self- efficacy beliefs that helped to form the research

question of the present study. Chapter 3 describes the research methods, including participants, instrument, procedures of the study, and analysis of the data. Chapter 4 reports the results of two sessions of interview with each participant and three-month-long teacher journals and discusses findings exploring the research question. Chapter 5 discusses significant issues in relation to identified sources of efficacy that arose based on the results of the study. Chapter 6 presents pedagogical implications and concludes with limitations and suggestions for future research.

Chapter 2. Literature Review

This chapter is a review of the literature in which the related topics to the present study are addressed and the rationale for conducting the study is discussed with the gaps in the field identified. Section 2.1 reviews research on English performance assessment and its practice in Korean EFL context, along with the importance of teachers' role. Section 2.2 addresses assessment efficacy and efficacy sources influencing the construction of teachers' assessment efficacy. Based on the literature review, Section 2.3 discusses the limitations of previous studies and presents the research question guiding the current study.

2.1 English Performance Assessment

This section comprises three parts. In the first subsection, paradigmatic shift in language assessment is discussed with its focus on English performance assessment. Section 2.1.2 explains how English performance assessment was introduced and adapted to Korean EFL context, followed by the important role of teachers in language assessment in Section 2.1.3.

2.1.1 English Performance Assessment as an Alternative Assessment Tool

Performance assessment refers to an assessment tool in which the “students express their learning in direct ways that reflect real-life situations” (Gottlieb, 2006, p. 111). It is one of alternative forms of assessment, frequently called as

authentic assessment because it involves learners in real-world tasks rather than a multiple-choice test and evaluate them according to criteria that are important for actual performance in a field of work (Wiggins, 1998). According to Wiggins (1998), assessments are authentic if they test the students' knowledge and skills in real-world situations, promote doing a task rather than reciting memorized contents, and give students the opportunity to rehearse, obtain feedback, and strengthen performances and products.

Coupled with an increased recognition that norm-referenced point-in-time judgment of student achievement should be complemented by other indicators that show how a language learner is learning, interest in performance assessment has emerged. As a number of research findings have shown, norm-referenced assessments do not always demonstrate what students really know (Colley, 2008) and often fail to measure students' deeper understanding of a topic or complex cognitive and performance abilities such as critical thinking and problem solving. Furthermore, they are decontextualized and rote-oriented tasks, imposing low cognitive demands rather than meaningful learning. Traditional norm-referenced testing lacks in useful information like the changes that teachers have to make in their instruction, or the individualized formative help that students can get in their learning process. The incompatibility of process learning and product assessment, and the discrepancy between the information needed and the information derived through norm-referenced tests, require a paradigmatic shift in assessment, making alternative forms of assessment more critical (Gottlieb, 2006).

The direct assessment of complex performances is considered as one of the

most appropriate and effective alternative evaluations that can be used with language learners. Performance assessment can assess students' progress in meeting standards since they require goal-directed use of language, use of multiple skills or modes of communication, and integration of contents. It also has a constructive "washback effect" on instruction and can inform and improve curriculum, teaching and learning practices beyond the test (Messick, 1984; Shohamy, 2001). In line with McNamara's (2001) argument that assessment should have a positive influence on teaching and learning, performance assessment can enhance inter-connectivity between instruction and assessment, ultimately promoting learners' language development.

2.1.2 English Performance Assessment in Korean EFL Context

From the time of being adopted as a regular subject, English was assessed using a discrete-point test (e.g., multiple-choice questions, matching, true-false identification, and fill-in-the-blank) which was considered as an important indicator of academic achievement in Korea. However, skeptics criticized such measures for not properly assessing learners' English language skills (Jung, 2007; Kim, 2009) and disputed their validity because they showed mismatches between course objectives and testing items. One study reveals that even learners themselves seem to remain skeptical about the relevance of the discrete-point test items to successful English language learning (Choi, 2008).

The introduction of performance assessment in 1999 (the 7th Education Curriculum reform) was matched by the increasing emphasis on communicative

competence of English with the expectation that alternative forms of assessment would complement the traditional discrete-point test. The adoption of English performance assessment in secondary public schools well reflected the efforts to shift educational focus from discrete knowledge-based English to integrated function-based English since it is performance-referenced test, not knowledge-referenced test (Kim & Kim, 2003).

Furthermore, in recent years, educational policies for entrance to universities have shifted from a single test to a multiple assessment portfolio (Kwon et al., 2017). Instead of a score-centered college admission procedure, non-exam college admittance was also adopted as one type of selection process. It signifies an increasing attention to the value of the holistic education, in which students' learning process or achievement are observed and encouraged in curriculum with performance assessment playing an essential role. This educational reform was followed by the 2015 Revised National English Curriculum which emphasizes student-centered learning and process-oriented evaluation to build the core competencies for learners to prepare for the future (Kim, 2017).

Process-oriented performance assessment, encouraged by the 2015 Revised National Curriculum, is not theoretically defined in the academia but it is in line with the basic concept of classroom-based assessment (CBA). CBA examines student development over a period of time rather than taking a summative snapshot at one point in time. It is concerned with the process of learning in which students are evaluated on their performance rather than on their

memory. As Shim (2015) emphasizes, performance assessment works well as a medium of learning enhancer when it is operated in a CBA context. To maximize its effectiveness, English teachers are called on to plan and implement appropriate assessment procedures to monitor and evaluate student progress in their own classrooms (Leung, 2004).

2.1.3 Teacher as an Influential Factor in Effective Performance Assessment

As Campbell (2013) mentions, teacher is one of the key features in the process of language teaching and learning. One of the most essential processes of language teaching relates to assessment procedures since the appropriate use of assessment tools can promote learning in the classroom, improving student achievements (Black & Wiliam, 1998). Brumfit and Johnson (1979) argue that a vital part of teachers' role lies in the evaluation of students' progress, indicating that the teacher is an important factor in language assessment.

Performance assessment in particular requires teachers to monitor students' learning process and provide feedback on their performance for goal mastery. The purpose of the assessment does not simply lie in diagnosis or classification but rather in providing supportive help to assist students in improving their work. In order for teachers to succeed in their practice of performance assessment within classroom instruction, they must feel comfortable and confident in their ability to plan and implement assessment.

Bandura (1997) explains that people will engage in a task in which they feel competent while they avoid one in which they do not. It suggests that teachers'

senses of competence are closely linked to their comfort or discomfort with assessment, which in turn influence the quality of their instruction and which also bear upon those whom they teach and assess. Teachers' beliefs in their assessment capacity become operational as the effective use of assessment depends on teachers' beliefs in their abilities (Cheng, Rogers, & Hu, 2004; Hill, 2018). Tschannen-Moran and Hoy (2001) also argue that teachers' beliefs in their competence influence their behavior in terms of motivation, enthusiasm, planning, organization and efforts.

2.2 Teachers' Self-Efficacy Beliefs

This section introduces research on teachers' self-efficacy beliefs. Section 2.2.1 discusses how teacher efficacy beliefs, part of which include assessment efficacy, are developed. In section 2.2.2, empirical studies about sources of teacher efficacy are reviewed.

2.2.1 Assessment Efficacy as a Component of Teacher Efficacy

Assessment efficacy refers to a teacher' sense of confidence in his or her abilities to effectively assess student progress and make valid educational decisions (Chapman, 2008). The theoretical foundation for the notion of assessment efficacy is situated in self-efficacy as defined by Albert Bandura (1997) in social cognitive theory. Bandura (1997) defines perceived self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments," (p.3) and claims that self-efficacy beliefs affect the

choices people make and actions that they take.

Adapted to a teaching field, teacher efficacy is defined as “the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran & Hoy, 2001, p. 223). Teacher efficacy relates to self-perceptions of competence rather than an actual measure of competence (Tschannen-Moran et al., 1998); and is a strong predictor of behavior (Bandura, 1997). Research has supported that teacher’s efficacy has a great impact on a wide range of teaching practices (Henson, 2002; Tschannen-Moran & Hoy, 2001; Tschannen-Moran et al., 1998; Summers, Davis, & Hoy, 2017). Studies have revealed that it is positively associated with students in terms of their motivation (Midgley, Feldlaufer, & Eccles, 1989) and achievement (Ross, 1992, 1998; Tschannen-Moran et al., 1998). Teacher efficacy is also positively linked to teachers in terms of classroom management (Shim, 2001; Woolfolk & Hoy, 1990), job satisfaction (Epps & Foor, 2015; Skaalvik & Skaalvik, 2014), teaching effectiveness (Klassen & Durksen, 2014) and enthusiasm for teaching (Allinder, 1994), planning and organization (Allinder, 1994; Milner, 2001), and persistence in the face of difficulties (Milner, 2002; Milner & Hoy, 2003; Ross, 1998).

As one of the essential components of teacher efficacy, assessment efficacy helps teachers to sensitize themselves to students’ needs within the curriculum, allocate available resources, determine appropriate instruction, monitor students’ progress and promote students’ performance outcomes on mandated assessment. Although specific research on assessment efficacy was

rarely found, the similar assumption about assessment efficacy could be derived from a plethora of studies on teacher efficacy. As research on teacher efficacy has indicated, assessment efficacy could also have the similar effect on student outcomes and teachers' classroom behaviors, efforts and persistence. As such, teachers should develop and possess a high sense of self-efficacy to effectively use assessment tools and make their educational decisions valid, useful and meaningful, ultimately leading to meaningful outcomes for students.

2.2.2 Sources of Teacher Efficacy

While an extensive research on teacher efficacy exists, there is still much to be examined about the development of teacher efficacy in educators. Researchers have demanded on exploring sources of efficacy information (Goddard, Hoy, & Hoy, 2004; Henson, 2002; Tschannen-Moran & Hoy, 2002), but there has been a dearth of empirical studies (Klassen et al., 2011). Particularly, little is known about the sources of efficacy information teachers rely on to make judgments about their capabilities in assessment.

Bandura (1986, 1997) suggest that efficacy beliefs are formed due to four sources of information: Mastery experience, verbal persuasion, vicarious experience, and physiological and emotional arousal. Bandura's sources of efficacy beliefs have been broadly accepted among researchers of teacher efficacy despite some researchers' disapproval of continual focus on these four sources (Klassen et al., 2011).

According to Bandura (1997), 'mastery experience' is the most powerful

source of efficacy information compared to other sources because they are based on individuals' authentic experiences. For example, the perception that past performance has been successful raises efficacy beliefs and contributes to the expectation of proficient performance in the future. On the contrary, repeated failures in the past lower confidence in delivering desired outcomes in the future. Bandura's assertion that mastery experience is the most influential information on efficacy has been supported by numerous researchers (Bruce & Ross, 2008; Cheung, 2008; Gabriele & Joram, 2007; Tschannen-Moran & McMaster, 2009). Interestingly, there is evidence showing that teachers' mastery experiences could take various forms and go beyond actual performance during class hours. Gabriele and Joram (2007) found that teachers form their efficacy by judging the success of their past teaching experiences based on different sets of criteria, such as lesson goals, student thinking, student affect, and students' change over time (e.g., maturity level). The result suggests that teachers may perceive and interpret mastery experience in very different ways, and these experiences may not necessarily occur in performing specific tasks within the scope of teaching, but in perceiving different kinds of accomplishments or achievements outside teaching as well.

'Verbal persuasion' refers to positive or negative verbal judgement made by other people, persuasively influencing individuals' beliefs on whether they have the capability to succeed or not. Verbal persuasion can contribute to successful performance to the extent that a persuasive boost leads a person to try out new strategies or to try hard enough to succeed (Bandura, 1986). The evidence

of verbal persuasion serving as the source of efficacy has been widely documented by researchers (Bruce & Ross, 2008; Milner, 2002; Palmer, 2011; Tschannen-Moran & Johnson, 2011). To teachers, verbal persuasion may take different forms such as explicit feedback from their school principals and colleagues, and teachers' perceptions of enthusiasm and engagement of their students (Mulholland & Wallace, 2001).

'Vicarious experience', or role modeling, acts as a powerful tool for enhancing or weakening the development of positive efficacy beliefs. Information gained from observing other teachers can provide individuals with a means of adequate ways of evaluating their capabilities by comparisons with others. Seeing people similar to themselves succeed promotes observers' beliefs that they also possess the capability to succeed, particularly if they share similar background, experiences, or training with the person doing the modeling. The impact of vicarious experience on teachers' efficacy has been reported by a number of researchers (Bruce & Ross, 2008; Hastings, 2012; Tschannen-Moran & Johnson, 2011). Similar to mastery experience and verbal persuasion, vicarious experience can take various forms, such as effective actual modeling, self-modeling, and symbolic modeling (Bandura, 1997). Sources of vicarious experience for teachers may include experiences of observing colleagues' classes, images portrayed in the media, images from professional literature, and conversations in teachers' lounges in schools (Tschannen-Moran et al., 1998).

'Physiological and emotional arousal' relates to the level of emotional and affective arousal a person experiences such as anxiety or excitement in performing

task, possibly having an influence on the self-perception of competence. To teachers, positive emotion or feelings of relaxation in the classroom signals self-assurance and the anticipation of future successful performance. On the other hand, high levels of anxiety and stress can be debilitating, leading to self-doubt about competence that generates further stress (Bandura, 1997). Physiological and emotional states are regarded as the least powerful sources of self-efficacy beliefs but influential when combined with other sources of efficacy information (Bandura, 1997; Morris & Usher, 2011; Tschannen-Moran et al., 1998; Wyatt, 2015). Their influence depends on the way attention is directed to teachers' affective states (Bandura, 1997; Tschannen-Moran et al., 1998). A teacher may disregard feelings of anxiety as a result of focusing himself or herself on making a teaching task understandable to students or cultural factors influence the way affective states are managed and processed (Phan & Locke, 2015).

In addition to Bandura's four sources of efficacy information, several researchers have suggested additional sources of efficacy information. One of the most frequently discussed sources of efficacy information is teacher knowledge. Teacher knowledge, including teachers' content knowledge, general pedagogical knowledge, and pedagogical content knowledge, is argued to be closely associated with teachers' efficacy levels (Fives, 2003; Mills, 2011; Zakeri & Alavi, 2011). Specifically, the growth in teacher knowledge is linked to the development of more positive teacher efficacy beliefs (Wyatt, 2010, 2015). Content knowledge, for example, has been shown to be an important source of teachers' efficacy in teaching science and mathematics (Palmer, 2011) and teaching children with

special needs (Sciutto, Terjesen, & Frank, 2000). In addition to teacher knowledge, other additional sources of efficacy information identified by researchers include teachers' perceptions of respect and confidence from students and parents (Cheung, 2008; Milner & Hoy, 2003), personal accomplishments (Goddard & Goddard, 2001), training experiences (Cheung, 2008; Jang & Lim, 2014; Poupou, 2007), and prior experiences as school students and teacher trainees (Mansfield & Woods-McConney, 2012).

In Korean context, there has been a paucity of research on exploring efficacy sources of teachers. However, several studies have quantitatively revealed some influential factors in establishing teacher efficacy such as the length of teaching years (Ahn & Kim, 2011; Lee, Shin, Choi, & Lee, 2011; Lee & Shin, 2016), collegiality (Lee et al., 2011; Park, 2011), teacher learning community (Kim, Kim, Kwon, Yoon, & Moon, 2018; So, Chang, & Cho, 2013), principal's leadership (Jeon, 2011; Kang & Jeong, 2007), caring educational climate in school (Lee & Kim, 2015) and perceived language proficiency (Jang & Lim, 2014).

Bandura's hypothesis about the four sources of efficacy information and other researchers' work on the additional sources of efficacy information have been useful from theoretical and practical perspectives. However, these hypothesis and additional sources of efficacy information need to be further examined (Klassen et al., 2011) because teacher efficacy is a situational or contextual construct rather than a global personality trait (Tella, 2008; Tschannen-Moran et al., 1998). Teacher efficacy holds meaning only with the context of real-world teaching duties and demands (Bandura, 1997; Tschannen-Moran & Hoy, 2001).

As such, investigation on efficacy sources regarding contextual factors is necessary to examine how efficacy-relevant information relates and operates within specific context and shapes teacher efficacy beliefs.

2.3 Limitations of Previous Research

Extensive research in teachers' sense of efficacy has been conducted considering its predictive benefits to teachers and students. However, despite the well-documented significance of fostering teacher self-efficacy, there is a lack of understanding about the sources of efficacy information that teachers rely on to make judgments about their teaching capabilities particularly in Asian educational settings (Yeo, Ang, Chong, Huan, & Quek, 2008). Also, there is a dearth of research on in-service teachers' self-efficacy particularly in assessment domain in the area of foreign or second languages, especially in EFL context.

Furthermore, Bandura's sources of efficacy beliefs, generally accepted by teacher efficacy researchers, need more empirical evidence as Klassen et al. (2011) suggest that there is only weak research support for them and the continual focus on the four sources is in doubt. Therefore, exploration of a variety of different sources of efficacy beliefs may be beneficial to the deeper understanding of how teacher efficacy beliefs are developed.

In the area of teacher efficacy sources, more qualitative and interpretive studies are needed to fully understand the sources of efficacy information, and the meaning teachers attach to them (Henson, 2002; Wheatley, 2005). In order to explore what factors Korean EFL high school teachers rely on to construct their

self-efficacy beliefs, it is essential to consider the socio-cultural context in which the teachers work. A case study design is well-suited to facilitate in-depth understanding of the case within its context. Qualitative case studies take participants' perspectives and experiences as central, acknowledge the complex interactions of factors and report multiple viewpoints (Stake, 1995).

In light of these considerations, the purpose of the present study is to explore Korean EFL high school teachers' efficacy beliefs in performance assessment and the sources that influence their efficacy beliefs. The aforementioned limitations of previous studies helped to identify research problems, leading to forming a research question presented in Section 1.2. The study will explore Korean high school English teachers' perception of their own assessment efficacy in performance assessment, and sources of efficacy information influencing their judgements about assessment self-efficacy. The next chapter presents the methodology of the present study in detail.

Chapter 3. Methodology

This chapter contains a discussion of the methodological approach and research design employed in the study to examine the research question set out in Chapter 1. Section 3.1 provides the detailed information about research participants. In Section 3.2, instrument used in the present study is introduced. Section 3.3 describes the specific procedure of the research, including data collection, and data transcription. The chapter ends with an illustration of the methods used for data analysis in Section 3.4.

3.1 Participants

Six Korean high school teachers of English were recruited through convenience sampling in this study. At the time, all teachers were teaching in either 10th or 11th grade class at school in Gyeonggi province. None of the schools they work for were special types of high school such as foreign language high schools, science high schools, or autonomous private high schools; therefore, it can be said that all of the schools where teacher participants taught in the present study are categorized as typical public high schools. Teachers were categorized into two groups based upon their teaching experiences, low career teachers with less than 5 years of teaching experience and experienced teachers with more than 10 years of teaching career. All the participants were given pseudonyms in the study. Table 3.1 provides the specifications of the teacher participants from the two groups.

Table 3.1

Profiles of teacher participants

Teacher	Gender	Age	Teaching grade	Years of teaching experience
A	Female	42	10 th	15
B	Female	45	10 th	18
C	Male	39	11 th	10
D	Male	34	10 th	3
E	Female	27	10 th	2
F	Female	30	10 th	1

As seen, the gender was not represented equally; female teacher participants were twice as many as the male teachers in number, which seemed to reflect the actual gender configuration in Korean high schools. 12th grade English teachers were excluded from the present study since the 2015 Revised National English Curriculum was not applied to 12th grade at the time of data collection.

3.2 Instrument

The present study conducted two types of in-depth investigation including two sessions of semi-structured individual interviews and reflective teacher journal. A brief description of each instrument is provided as follows.

3.2.1 Semi-structured Interview

Interviews were chosen as one of the main data collecting methods in order to obtain a richer data set to explore teacher efficacy beliefs and their sources.

Rubin (2005) saw qualitative interviewing as a suitable tool to encourage participants to “*describe their worlds in their own terms*” (p. 2). In-depth information can be elicited from teacher participants through the interview method, such as their perception about efficacy beliefs, sources of efficacy judgement, and the impact of contextual factors on efficacy. Two sessions of semi-structured interview in Korean language were carried out on individual teachers with a focus on the sources of their assessment efficacy beliefs along with their self-perceptions of assessment efficacy. One-to-one interviews were conducted so as to ensure that participants felt comfortable sharing their views. Individual interviews were arranged twice at three-month intervals during which teacher journal was written in order to monitor some changes of teachers’ perceptions on assessment self-efficacy.

An interview protocol was developed by the researcher based on interview questions about sources of teacher efficacy used by Wang, Tan, Li, Tan, and Lim (2017). The protocol consisted of semi-structured and open-ended questions in reference to teachers’ assessment self-efficacy and the possible sources of efficacy information. Individual interview questions were revised several times using pilot study responses obtained from five teachers, none of whom participated in the main study (See Appendix 1 for the interview questions).

3.2.2 Reflective Teacher Journal

The participating teachers were also asked to write a weekly journal over a three-month period to monitor and explore each participant’s perspective on

significant events and experiences in their own words. They were asked either to write journal entries whenever assessment-related issues occurred in and out of class which affected teachers' assessment efficacy, or to keep memos of their weekly experiences and include multiple cases in one entry per week. Journals were electronically written in Korean language via Google Docs shared by the researcher to help teachers keep track of a weekly writing. This was designed to enable the researcher to track changes or developments in teachers' perceptions of the impact of ongoing activities although the changes or developments might not occur for all the participants. The reflective journal was used for monitoring the progress of the study, improving the qualities of data-gathering tools (Friedemann, Mayorga, & Jimenez, 2011) and developing teachers' critical thinking and analytical abilities (Borg, 2001; Jasper, 2005). It can serve as a great tool for gaining insights into private mental constructs of teacher-accessors, providing fuller descriptions of their assessment practice than surveys or interviews.

3.3 Procedures

This section provides information about the procedures to collect data. Section 3.3.1 explains the whole process of data collection and features of the collected data. Section 3.3.2 describes how the data was transcribed to be analyzed.

3.3.1 Data Collection

Before collecting data, the study was approved by the Ethics Committee of the Institutional Review Board (IRB) of Seoul National University. The data was

collected for a period of four months in the second semester of the year 2019, the timeframe varying for each participant. After recruiting six teacher participants, the researcher visited them in their schools or converse with them on the phone. At the offline or the audio meeting, the researcher gave an oral introduction of this study with the instructions of tasks to perform and answered the queries raised by the participant teachers. The teachers were also informed of their right to withdraw from the study. The participants' background specifics regarding age, gender and working years were obtained through the participants' oral reports.

After the first conference with participants, a google link for the online file created by the researcher, where journal writing would be typed in, was sent to each teacher participant via email with the description of how to use it. The first interview session was scheduled at the initial stage of journal writing (within one week of starting a journal). Before the first interview began, the teachers filled out the consent forms and were reassured that the data and their identities would be kept confidential. The second session of interview was conducted after teachers finished the task of writing 12 week-long teacher journal. All the interviews were conducted in individual and face-to-face format in school meeting rooms. Each interview lasted approximately 60 minutes and was audio-recorded.

3.3.2 Data transcription

The audio-recorded interviews were transcribed into the text so that it could be analyzed in depth. The teacher journals written in Korean by teacher participants were retrieved from the electronic folder in storage when finished and

converted into journal transcript in the Microsoft word program. The journals vary in the number of entries, ranging from 12 to 15. A total of 80 entries, with more than 300 words each, were compiled for data analysis.

3.4 Data analysis

Two types of data were obtained in different forms; interview and teacher journal. The purpose of the analysis was to discover prominent and consistent themes relating to the sources influencing teachers' perceptions on their competence in English performance assessment. The analysis was primarily based on inductive coding process as suggested by Creswell (2014). As for investigating assessment efficacy sources although it was explanatory, it was not purely inductive. Four sources of efficacy information posited by Bandura (1986, 1997) were used as prescribed themes from the outset for the purpose of comparing and contrasting data with literature.

The data set was analyzed, guided by thematic analysis (Braun & Clarke, 2006). The data obtained through interviews and teacher journals were proofread and initial codes were generated by conducting open and focused coding (Charmaz, 2006). The same data were examined again, so that codes could be added, deleted or merged to ensure the accuracy. After reading through the modified codes, recurring patterns were identified to generate potential themes and subthemes. The themes and subthemes were redefined through several overviewing of the data by the researcher. After the final set of themes and subthemes were extracted, definitions or names for each theme were given and specifics of each theme

(subthemes) were redefined. Peer debriefing was used to improve the validity of the coding process, the emerging themes, and the interpretation of the data. One graduate student pursuing a master's degree in English language education participated in the peer debriefing as an independent coder. In the chapters that follow, results of the analysis and findings will be presented and discussed. Korean English teachers' self-perceptions on performance assessment and the sources of assessment efficacy will be described in detail.

Chapter 4. Results

This chapter presents the findings of the study regarding the sources of assessment efficacy judgement made by Korean high school English teachers. The data analysis resulted in the identification of nine themes: (1) mastery experience, (2) verbal persuasion, (3) vicarious experience, (4) physiological and emotional arousal, (5) professional development activities, (6) language proficiency, (7) teacher collegiality, (8) student trait, and (9) national college admission policy as seen in Table 4.1. Along with first four themes corresponding to four sources of efficacy judgement suggested by Bandura (1997), additional sources were identified in the present study. For some several themes, multiple subthemes were also identified within each of the themes. The emerging themes and subthemes can be meaningfully interpreted as essential factors in English teachers' assessment of their own competence in Korean context.

The chapter is divided into three main sections and each section provides an in-depth description of the teachers' assessment efficacy and multiple sources that influence their efficacy beliefs. Section 4.1 delineates Bandura's four sources of efficacy information that teachers rely on to construct their confidence in assessing EFL learners' performance in Korean high schools. Section 4.2 presents additional sources emerging from the data that contribute to participant teachers' sense of efficacy in performance assessment. Section 4.3 describes teachers' self-perceived assessment efficacy at the time of the first interview and its dynamic trait over the duration of time.

Table 4. 1***Identified themes and subthemes***

Themes	Subthemes
1. Mastery experience	1a. Making students' linguistic progress
	1b. Influencing students' class engagement
	1c. Developing effective assessment tools
	1d. Failing to achieve the purpose of assessment
2. Verbal persuasion	2a. Students' feedback
	2b. Colleagues' comments
	2c. Complaint report relating to grades
3. Vicarious experience	
4. Physiological and emotional arousal	
5. Professional development activities	
6. Language proficiency	
7. Teacher collegiality	
8. Student trait	
9. National college admission policy	

4.1 Four Sources of Assessment Efficacy

In this section, four sources of teachers' efficacy suggested by Bandura (1977, 1997) are presented: mastery experience, verbal persuasion, vicarious experience, and physiological and emotional arousal. They also correspond to four themes drawn from the data analysis collected in the present study. Each of these four themes and subthemes are illustrated with direct quotations from the teachers.

4.1.1 Mastery Experience

Interviews and teacher journals revealed that mastery experience served as one of the major sources that established teachers' self-efficacy beliefs in English performance assessment. Teachers perceived mastery experience in different ways characterized by a cluster of subthemes, which illustrated how the term "mastery experience" can be interpreted across the teachers' accounts. Teachers' mastery experiences were associated with students' progress and class engagement and teachers' own accomplishment or challenges they encountered in the assessing process. A cluster of subthemes that related to the teachers' mastery experiences are explored respectively in the next sections below.

4.1.1.1. Making Students' Linguistic Progress

Regardless of teaching experience, participant teachers related their mastery experiences to their successful experiences in helping students with performance improvement in linguistic skills. Teachers made efforts to design performance assessment as an integral part of instruction, making it more meaningful by motivating language learning or providing appropriate feedback to enhance students' linguistic growth and their accomplishment of the given target. In this process, they took pride in significant progress students made in terms of English proficiency and the quality and degree of the task result. On the contrary, teachers' assessment efficacy was negatively influenced if they did not obtain the desired outcomes as aforementioned.

If performance assessment served its purpose well such as assisting students' learning and improvement, they demonstrated significant progress in language fluency, and additionally learned how to study each skill of English. Less proficient students also showed a slow but gradual progress, investing their efforts to better perform. It doubly influenced teachers' sense of success and efficacy beliefs.

Teachers B, C, and D illustrated their success stories of helping students' growth in language proficiency. Teacher B frequently exposed students to the opportunities of reading and writing activities in portfolio-based novel-reading assessment. It was aimed to help students develop reading and writing skills. As intended, she witnessed the enhancement of students' writing quality over the period of time when they wrote book reports about the books of their own choice. Repetitive reading and writing tasks provided students with opportunities to write more in English and led to the improvement of writing skills, increasing a sense of success in her assessing practice as below:

Excerpt 4.1. As I graded students' book reports, I noticed their linguistic improvement compared to the first writing performance. I think the reason is that first, repetitive writing tasks made them practice more, and second, the autonomy given to choose the book they would read and write about increased the motivation and helped to write the report more actively and vividly. I once more realized how the preparing process for the final product of writing could positively affect students' linguistic growth. (B's teacher journal, week 9)

Teacher C related his success to fulfilling the purpose of assessment, which, he thought, was the most essential part of assessing practice. His primary purpose for evaluating students' performance lied in helping them progress linguistically. Accordingly, he felt successful when he observed his students grow their linguistic competence by preparing for performance assessment as seen in Excerpt 4.2:

Excerpt 4.2. I think my success is determined by whether assessment serves its purpose well or not. For instance, when I evaluate lexical or writing ability in performance assessment, its purpose relates to increasing students' linguistic competence. Less autonomous students study vocabulary only when they must prepare for assessment. This is obviously followed by the improvement of their reading skills. (C's interview, session 2)

Teacher B brought up additional advantage that students enjoyed. It was also perceived as a positive contribution to her success in enhancing student's language skills. She used audio-taped texts to help students with listening practice, guiding them through dictation. Students obtained strategic tips to prepare for the assessment task she devised, and they experienced a linguistic growth in their listening proficiency. They learned one of the useful techniques to improve listening skill, i.e. 'repetitive listening'. It indicates that students were also guided in terms of 'how to study' and 'know-how' through assessment tasks they engaged in and it contributed to a successful attainment of language proficiency. Her reflection was shared as below:

Excerpt 4.3. I think they also learned how to study English, which made me feel proud. It meant I helped them (through a dictation-type assessment task). For example, when it comes to listening skill, ‘dictation’ is one of the good ways to improve it. It’s about listening repeatedly to the same text, not a variety of texts. (B’s interview, session 1)

Among a variety of assessment methods available, teachers adopted suitable activities that could be well-matched with their students’ needs and linguistic competence, and worked hard to carry them out with effective techniques of their own in class. With the help of teacher facilitators, students could progressively show a better performance in assessment task and developed language skills. Teachers felt a sense of achievement when they observed their students make continuous efforts to achieve the desired targets and become more proficient language users. Teachers gained a stronger sense of success especially if it was the case with those who lacked in language proficiency. Teachers’ successful experiences created robust beliefs in their assessment activities and techniques they practiced, leading to acquiring positive attitudes toward their assessing capabilities. Teacher A scaffolded individual students with step-by-step feedback and words of encouragement in the process-oriented writing assessment she planned and felt a rush of joy running through her when one of her low-achieving students exhibited increase in English writing excellency. She attached more meanings to the performance improvement of less proficient students because unlike high-achieving students, they had usually given up and slept during English class. Her experiences were illustrated in Excerpts 4.4 and 4.5:

Excerpt 4.4 . Especially as for those who had poor English proficiency, so I had to pay extra care to, if their linguistic progress was witnessed even if just little, I felt overwhelmingly great. You know, high-achieving students show their excellency all the time no matter what I do. For example, there were some low-achieving kids that I had been eyeing, and I could see one of them keep trying hard. So, I praised him, saying “You’re working hard these days!” He showed a happy smile, and tried even harder, presenting a better performance (laugh). (A’s interview, session 1)

Excerpt 4.5. While I was grading students’ writing product, I found it interesting to see their progress. It was the point where I was convinced of the assessment protocol I adopted. Providing feedback also worked out in the writing process. For example, Student A, who often showed signs of losing interest in class and laid face down at desk, wrote quite an interesting essay about his favorite clothing brand and how to distinguish a fake from a genuine. Another student, who failed to earn a perfect score in writing assessment last semester, completed a task in a cheerful writing style, with a topic of one of the snowboarding techniques, as if he were so much determined to make up for his previous failure. He showed considerable improvement in terms of content and structure, compared to what he wrote last semester. (A’s teacher journal, week 6)

Teacher F was also impressed by her students’ growth in writing proficiency through constant inquiry and practice in the process of writing assessment. Seeing her students better perform, she experienced a feeling of pride and a boost of self-efficacy as below:

Excerpt 4.6. I saw their writing improvement. They changed from asking countless questions (laugh) to acquiring linguistic knowledge to write some sentences. They learned a structural pattern of language and changed words in their essay. In fact, there was a student who asked me every 10 seconds. I felt proud and rewarded when I saw his growth. (F’s interview, session 1)

Teachers used performance assessment as opportunities to make a linguistic progress in real use of language. When they found that assessment activities assisted students in acquiring better knowledge and skills in language use, teachers felt successful. In other words, improving language skills was found to be one of the prior concerns that teachers held in assessment practice and efficacy beliefs.

4.1.1.2. Influencing Students' Class Engagement

Along with the first subtheme, the predominant feature perceived by teachers as successful experience was closely linked to students' classroom engagement. It represented attitudinal responses that students exhibited during the course of assessment practice. It involved their non-verbal behavioral patterns driven by underlying motivation such as persistent efforts to complete a particular task, active participation and involvement in learning and interactions with fellow students, commitment to group activities and their voluntary mentorship. These elements fostered positive class climate, affecting teachers' efficacy beliefs.

Teacher A joyfully shared her successful experience when she observed one of her students' attitudinal change over time from being a passive participant to acting as a leader and mentor in her group as shown in Excerpt 4.7. Despite her student's low English proficiency, assessment task was not overwhelmingly challenging but achievable, increasing her motivation to actively participate in class and commitment to group activity:

Excerpt 4.7. Student C became a group leader in class 2. She interacted actively with group members and had additional books to refer to just in case she would meet some challenging tasks in class. Last semester, she talked about how satisfied she felt with given activities for performance assessment because what mattered most was her efforts to make, not her current proficiency. Her efforts were duly rewarded with a high score and she could get what she aimed despite her self-perceived low proficiency of English. With this pleasant experience, she took the courage to play a leading role for group work this semester. Furthermore, she picked one of her classmates as her group member and became a voluntary mentor. This girl was quite handful because she was low-achieving in English and, showing frequent absenteeism. But student C helped her along the semester to complete a given task and encouraged her participation in English class. (A's teacher journal, week 2)

Another case of a low-achieving student' "no-giving-up" attitude also doubly boosted teacher A's self-efficacy belief. As opposed to a paper-and-pencil test, less proficient students were given a chance to earn a high score in process-oriented performance assessment by completing a given task with consistent efforts. Teacher A observed one of her students prepare for assessment task without giving up despite his low level of writing competence. His commitment to English assessment task made her pleased as seen in Expert 4.8:

Excerpt 4.8. The most influential factor in judging whether it is a success or not lies in students' (behavioral) reactions. Unlike a paper-and-pencil test, they can get a good score if they try hard in performance assessment. The grade they will get is not based upon their current level of proficiency only. If I see them prepare for the task over the prolonged period of time and actively participate in the activity, not just giving it up, I see it as a success. For example, there was one struggling student who had a hard time adjusting to school life. Even he interviewed a priest and wrote what he did and thought in a sentence. While scoring his short essay, I could see his efforts to try and write what he wanted to say. Thinking 'At least, he was trying! ', I felt I did a good job. (A's interview, session 2)

Students' persistent efforts to complete a given task had an encouraging effect on teachers' assessment practice. Especially for those who lacked in English proficiency, teachers' assistance and feedback served as a crucial role. They acted as a catalyst for students' accomplishment by building a supportive scaffolding. Teacher E used a step-by-step scaffolding in writing assessment task and realized how helpful it was to motivate students to finish their job. This direct experience influenced teacher E's perception of success as below:

Excerpt 4.9. When I set the stage in writing process, low-achieving students tried to follow and complete the task. A step-by-step scaffolding worked out well. They did try harder. I thought it was a bit more successful than before, realizing that assessment tools should be differently devised depending on the level of students' proficiency. (E's interview, session 1)

Teachers B, D and F perceived students' enjoyment and enthusiastic interactions in assessment practice as successful experiences. Their success depended on forming dynamic classroom climate where students felt unthreatened to actively communicate with one another, and energetically invested their resources to prepare for assessment. It was more possible when assessment task was process-oriented. One of the most representative examples was shown as below:

Excerpt 4.10. Since most of the assessment tools were process-oriented, many tasks were groupwork-based. In the process of creating something and making presentation together, students interacted more with their friends. They laughed a lot and talked a lot, resulting in more livelier classroom atmosphere. I can see a significant increase in their level of interest and participation. (D's interview, session 1)

As opposed to students' active class engagement, disengagement such as lack of motivation and participation was found to dampen teachers' spirit. Even though explicit verbal expression was not heard from students, implicit negative messages could be transmitted via their boredom and reluctant participation as shared by Teacher B in Excerpt 4.11:

Excerpt 4.11. I just wished students enjoyable reading experiences of English novels, but it turned out boring to some students. They showed lack of interest, effortlessly going through it without fun at all. They didn't like doing it but getting it done quickly without saying anything. They were just too nice to express their complaints. It was disheartening. (B's Teacher journal, week 10)

As for the subthemes pertaining to mastery experience, teachers were asked to compare and judge the degree of their impact on assessment efficacy. All the teachers viewed students' class engagement as the most powerful factor in shaping not only their assessment practice but also competence in assessment. Considering the fact that teachers based their teaching practice on direct interactions with students on a daily basis, students' engagement in class was perceived as a significant factor in teachers' successful experience. Furthermore, classroom engagement determined class dynamics and climate, closely related to students' achievement in better language proficiency. Therefore, teachers relied more on information relevant to students' class engagement to determine their efficacy beliefs.

4.1.1.3. Developing Effective Assessment Tools

In addition to students' performance-related experiences, a further feature of the theme 'mastery experience' was related to teachers' successful experiences in creating different kinds of assessment tools, well-suited to their students within the context. As creative designers of assessment, teachers underwent trials and errors toward a better assessment which they found effective to help their students to actively learn the language. Teacher efficacy was positively affected by creating appropriate assessment tools, perceived as a demonstration of essential professional knowledge and skill they possessed. As experienced teachers, Teachers A and B developed assessment tools with their expertise. Both of them were willing to take new approaches and strongly influenced the process of creating a new assessment protocol at teacher conference. Teacher A designed a group-activity-based assessment tool, encouraging students' participation and she felt successful toward the end of the semester as below:

Excerpt 4.12. My experience of designing a new assessment protocol and applying it successfully in class brought out a great joy and happiness. It encouraged me to keep going and I think I can easily convince fellow teachers of the effectiveness and feasibility of the assessment next time. When it comes to this semester, it was very enjoyable to see a lively classroom atmosphere during the process of assessment. I was motivated to pay more attention to every single student, providing feedback. It was rewarding and spirit-boosting as a teacher assessor (A's interview, session 2)

Teacher B designed a new type of listening assessment tool instead of an EBS radio English test, a widely used listening test made up of multiple-choice

questions in secondary schools. Her newly devised assessment method met the requirement of using the materials taught in class when assessing students and contributed to the enhancement of students' listening proficiency. It was satisfactory to fellow teachers in terms of feasibility as well. Her experience was illustrated as below:

Excerpt 4.13. I made a new format of listening assessment this time. I have always been thinking that the EBS radio English test doesn't seem reasonable because the contents are not taught in class. Therefore, I came up with this idea like 'Let's convert the reading materials taught in English into listening version. It looked more valid and appropriate. Of course, it was quite demanding to create a new form of assessment, but there was no better alternative. I convinced my fellow teachers, spending a lot of time designing and preparing it on my own. I myself did all the work. After all, students had no complaints. Besides, scoring was simple, not confusing, which satisfied all fellow teachers. I think it was successful. In fact, it was quite a good tool. (laugh) (B's interview, session 2)

Teacher D also illustrated his elated pride and confidence after he successfully devised and used a new assessment tool of his own and shared it with fellow teachers as seen in Excerpts 4.14 and 4.15. His confidence and assessment efficacy were even more lifted by a chance to share his successful tool with other teachers either within or outside of school in a professional learning community:

Excerpt 4.14. Last year, drama performance assessment I planned pleased my students in many ways. I was quite proud of it. Teachers agreed to adopt it again this year and had meetings to hear my experiences. I demonstrated evaluation format and process, asking for their feedback to make it better. Unlike vocabulary assessment I disliked, I created the new method myself, the basis of which was purely students-driven. It raised my teacher efficacy as an assessor to share the tool and encourage fellow teachers to follow my guidance. (D's teacher journal, week 7)

Excerpt 4.15. When I carried out a successful practice of assessment, I demonstrated the model to other teachers in professional learning community. Once I shared it, I felt prouder, and it motivated me to make it better for the next time. (D's interview, session 1)

Along with Teacher D's report, low career teachers, in particular illustrated a great sense of efficacy when they were recognized as successful assessment developers. With comparatively a shorter period of assessing experiences, they were not certain of the applicability of the assessment tool they devised. However, once they were involved in the task of assessment planning and developing process, whether it was successful or not, these series of rewarding experiences overshadowed a sense of uncertainty of their competence, feeding self-efficacy.

Teacher E was motivated to reshape a novel-reading activity after her trial and error in the first semester. Portfolio-based assessment task was devised as the modified form in the second semester and she felt responsible for developing assessment procedure and class materials since she took the initiative to adopt the new format of assessment tool. Her self-report showed that in spite of hard work she underwent, she felt improvement in her assessing practice, boosting her spirit :

Excerpt 4.16. I was proactive to try a new portfolio performance assessment, persuading fellow teachers to join it. Actually, this assessment tool was not a pure creation from nothing. It was like an adaptation of the preexisting reading portfolio format. Since I took the initiative, I had to think hard to modify and develop a different form of tool, preparing all the materials. It was quite burdening but once I provided resources I had been working on to fellow teachers, I felt helpful and proud. It was a sense of achievement. By giving a lot of thoughts to creating a better assessment, I improved my assessing practice more this semester, compared with last one. So, I was very content with my improvement. (E's interview, session 2)

Teacher F made comment about her sense of empowerment, relating to participation in critical decision-making process such as creating and adopting an assessment tool. Shared decision making in the process of developing assessment tools increased her accountability for her work because she felt ownership. Even if she encountered some challenges, she felt empowered, more willing to take ownership of problems by identifying and solving them. After all, this experience could directly affect her efficacy as an assessor as below:

Excerpt 4.17. My confidence seems to grow when I actively engaged in creating an assessment tool because I felt a sense of empowerment. When my colleagues trusted me and my voice was heard in decision making process, I knew exactly what I was doing in class. There might be some mistakes made during the assessment practice, but still I would be able to handle them better with keener awareness than simply doing what I was told to do. (F's interview, session 2)

4.1.1.4 Failing to Achieve the Purpose of Assessment

Another mastery experience that was directly associated with student learning was the teachers' discouraging experiences characterized by this subtheme. While teachers connected their success in assessment to 1) students' improving language proficiency and 2) active class engagement and 3) teachers' appropriate assessment designing, they also reported the opposing cases of bitter experiences which created doubts and a sense of failure. They expressed deep frustration of making students' linguistic progress stall, demotivating students to learn and only burdening them with result-oriented assessment.

Teachers expressed frustration about their failure to meet the purpose of assessment. As opposed to their intention to help students learn and improve language skills, they illustrated how frustrating and guilty they felt when not being able to assist students in any ways but imposing meaningless work on them. This semester, Teacher D converted one-time vocabulary test to a combination of a series of pass or fail testing and writing a learning log. Assignment to complete a learning log was given to those who failed to pass the test. It was intended to help students study vocabulary for a test and brush upon it when they failed. However, his aim failed as students didn't work hard on vocabulary, just submitting an effortless learning log. They turned out to work less. Teacher D's discouraging reflection was demonstrated as below:

Excerpt 4.18. I examined students' learning logs. All but one or two wrote them. This task was originally intended to make students look up the dictionary and study some exemplary sentences while drawing a typography. However, 80 percentage of them were of poor quality. Students just filled a piece of paper with effortless drawing. I felt screwed-up. The vocabulary assessment this semester was a big failure. It didn't achieve the purpose of pushing students to study vocabulary nor heightened a joy of learning or a sense of accomplishment in vocabulary learning. (D's teacher journal, week 7)

Teacher E illustrated her struggling experience of speaking assessment practice that she first implemented in her teaching career. When students were allowed to use an electronic device in class, they relied completely on translation software. Since they lacked in ability to screen out translated sentences of poor quality, unexpected situations unfolded in which unnatural and erroneous

expressions were mimicked. What's worse was that students did not show their speaking performance. Rather, it was simply a reading-aloud time with their eyes glued to the script as shown in Excerpt 4.19:

Excerpt 4.19. The most disturbing part was that students opened Papago, an electronic translating program, and translated Korean sentences into English ones, not looking up the words to write English sentences on their own. Their presentation scripts were being made by just copying the sentences generated from the online translator. On the presentation day, a half of the students simply read the script they copied from the outcome that translator produced the other day. At least, I expected them to memorize and speak it out loud. However, they just read along the script full of awkward and wrong expressions, automatically converted from the original text via the translating machine. It was a speaking assessment but not even half of them made a spoken presentation. It was a reading aloud performance. What skill did I evaluate? I deeply doubted about the nature and the purpose of the assessment I executed. It was such a bummer. I felt down and small in terms of confidence. (E's teacher journal, week 11)

Similar experience was shared by Teacher F as illustrated in Excerpt 4.20. She indicated that her practice of speaking and writing assessment went nowhere but imposing another strenuous memorizing task on students. She expressed a sense of failure in speaking test when students just scrambled through it without no positive impact on speaking proficiency. Her frustration was reported as below:

Excerpt 4.20. I assessed student's recorded video sent to my e-mail account. I was doubtful about the effectiveness of this activity. What good this activity did to students? How much did it help them to make progress in speaking fluency when they just memorized the script and spat it out as it were? Was it testing their memorizing skills? It didn't serve its purpose at all and it was not a valid speaking test. (F's teacher journal, week 6)

Some teachers reflected their practice and reached the conclusion that their assessment only served evaluative purposes. Their reflection raised awareness of significance of “process” in performance assessment so as to support student learning, improve their performance and build student self-efficacy. However, when, for some reasons, assessment was designed in the form of summative snapshot at one point in time, teachers confronted their own practice in constant consciousness of standard and desirable practice. Their self-efficacy beliefs were also contingent on whether their practice fulfilled the requirement of enhancing students’ progress with supportive feedback.

After the first interview, Teacher C had some time to mull over several challenges he faced in his practice of performance assessment. His constant self-reflection in comparison with desirable assessment procedure influenced his judgement on success or failure in his current assessment practice, arousing a sense of shame as below:

Excerpt 4.21. After the interview with the researcher, I thought deeply about what the most restrictive factor is in conducting process-oriented performance assessment. The biggest constraint is the overly emphasized focus on midterms and finals constructed to discriminate between the better and poorer students based upon their grades. Students should be ranked. That’s why they become super-sensitive to the coverage of materials taught in class. They demand on allotting enough time to prepare for a paper-based test, not performance assessment. Accordingly, teachers adopt a result-oriented summative test even in performance assessment because it would not take up many class hours. Under this unfavorable condition for performance assessment, it is not designed to evaluate students’ diverse potentials. It doesn’t seem to be meaningful. (C’s teacher journal, week 2)

Excerpt 4.22. As for vocabulary assessment, it was a failure because it was a one-shot test. I could've worked on the upgraded version of assessment, but I didn't. That was a shame. (C's interview, session 2)

Teacher E also felt shameful when her assessment method served no good to students. She thought that result-oriented assessment only drained students' energy without educational effects at all as shown in Excerpt 4.23:

Excerpt 4.23. After scoring, I thought this was another one-shot evaluation like a pencil-and-paper test. Its purpose was to make students study, even forcefully, to increase their lexical proficiency. However, it turned out to be no effect on them. I felt beaten and guilty that too much emphasis was put on this type of non-process-oriented assessment. As a teacher instructor suggested in the training program before, if a process-oriented writing assessment preceded speaking assessment, some problems I encountered would have been solved. (E's teacher journal, week 11)

As stated by some teachers above, the appropriate and legitimate procedure of assessment could construct test validity. Procedural steps of assessment helped students produce their own language, not relying on memorization without understanding. Despite its importance, some internal and external factors such as teachers' assessment literacy, students or parents' demands and collegiality influenced teachers' decision on the proportion and ratio of "process-oriented" assessment out of total share allocated to performance assessment. This contradictory practice was identified, failing the purpose of assessment. Its impact on teachers' perceived self-efficacy was examined because teacher assessors were well-informed of the proposition made by Fulcher and

Davidson (2007), “The test provider is required to ensure that the use of the test is appropriate for its stated purpose (p. 23)”.

4.1.2 Verbal Persuasion

Second theme consisted of three subthemes that related to interpersonal conversation that teachers experienced at school. Teachers received verbal persuasion from a multitude of stakeholders such as principals, colleagues, students, parents and community members, being empowered or discouraged through specific performance feedback from them. Among the aforementioned sources of verbal persuasion, the teacher participants demonstrated that students and colleagues were the major attributors to the establishment of their self-efficacy while a school principal or a vice-principal had a minimal effect on assessment efficacy since individual teachers were respected as expert assessors of the subject they taught. The three generated subthemes illustrated how the participant teachers perceived and made meanings of the comments and feedback on their assessment practice.

4.1.2.1 Students’ Feedback

One of the features under the theme ‘verbal persuasion’ was defined by positive or negative comments made by students, whose frequent interactions in and out of class greatly influenced a teacher’ task choice and persistent work as an assessor. Positive verbal persuasion entailed appreciation, encouraging comments and supportive messages. Students’ feedback was associated with convincing

teachers of a tool or technique that they chose in assessment and its effective use while negative feedback was associated with dispiriting them or altering future task choice in assessment.

Teacher A reported the increasing sense of pride and satisfaction after receiving positive written feedback from her students in a survey on her assessment practice conducted at the end of the semester. She described students' responses of how helpful novel-reading and report-writing activities were in terms of more exposure to varied English expressions and opportunities to practice writing, increasing their interest in English. She stated that such encouraging remarks motivated her to work harder, imagining students' happiness in class and providing more corrective feedback to almost everyone as below:

Excerpt 4.24. To the question, "How did this activity help you, and what was the most beneficial part of reading a novel and writing a reading portfolio?", some said, "It was a good chance to read various English books," or "Summarizing what I read in English itself was helpful to the improvement of writing skill." Reading the comment like "It was very good to look at new vocabulary and sentence structures that I've never seen in my workbooks", I couldn't resist a happy smile to cross on my face. Most of the students wrote thank-you messages such as "Thank you for giving me opportunities to read English novels that I can't even have a chance in a daily life." Others commented, "It was helpful because I could just give it a try despite my lack in linguistic confidence. What mattered most was efforts that I made in this activity." or "I like English. Thank you for making me like English more." All those comments made me feel great. (A's Teacher journal, week 8)

Teachers D and F also expressed their sense of pride and contentment, hearing students' appreciation and exciting verbal responses about the activity they enjoyed in the process of assessment as below:

Excerpt 4.25. I saw students enjoying activity instead of suffering from stress even under the condition of being assessed. When they directly said, “It was really fun”, it boosted my spirit (D’s interview, session 2)

Excerpt 4.26. I think students’ positive feedback was an influential factor in bolstering my self-efficacy. I felt confident when students said, “I enjoyed it very much.” Their comments made me think I did a good job. (F’s interview quote, session 1)

While students’ positive feedback was shown to have a significant influence on positive gains in teachers’ efficacy beliefs, opposite experiences associated with negative verbal persuasion, were also reported. Negative verbal persuasion included indifferent responses, complaints, discouraging comments and critical judgment. These demoralizing feedback discouraged teachers’ strong-willed drive to continue a planned task, triggering self-doubt about their task choice and its effectiveness. Teacher C had to provide a detailed rationale for essay writing assessment to his students who complained about the task itself. Students’ negative responses made him self-reflect his assessment practice and think harder to come up with better methods, easing physical and psychological burden imposed upon students:

Excerpt 4.27. Students complained, saying “Why are we doing this?” In the preparation of writing assessment, they said, “Why do we have to do this writing while our focus is on reading in class?” When I heard those complaints, I felt down. (C’s interview, session 1)

Excerpt 4.28. When I introduced assessment tasks they would engaged in, asking about their opinions, they indifferently responded like “What about it? It’s assessment. We have to do it anyways.” If I kept asking like “In which way would you like to be assessed next time?,” they said, “It doesn’t matter which task you adopt. We would not like any types of evaluation. It’s just the same assessment.” (C’s interview, session 2)

Meanwhile, Teacher F felt deeply responsible for stressful comments spat out by her students about the challenging task they had to complete in the tight schedule as shown below:

Excerpt 4.29. If students said, “Assessment task was too demanding,” or “We suffered a lot. Assessment schedule was squeezed tight in terms of timeline,” I felt there had to be some changes made about it. (F’s interview, session 1)

In the meantime, Teacher B faced consistent complaints and critical judgement from one group of students due to unsatisfying grouping for assessment task and began to reflect her practice with a sense of shame. She also perceived students’ negative feedback as the most powerful factor in influencing her self-confidence as shown below:

Excerpt 4.30. I heard some complaint about grouping. All other class was fine with the same technique I used to put students into several groups. Only one class kept telling me about their discontent with group members, but I said there would be no change. It gave me a hard time. I kept doubting about the real meaning of assessment itself and finally, I had to face the complaint report from one student’ parent. It was such a shame. (B’s interview, session 2)

Excerpt 4.31. I felt a sense of failure when students made negative comments. Their direct response was more powerful than any other factors in shaping my confidence in assessment. (B’s interview, session 2)

Teachers regarded the students’ provision of verbal feedback as evaluative statement to judge success or failure in their assessment practice. It was

revealed that teachers' efficacy was differently perceived, depending on interpersonal support or discouragement in their performance of assessment.

4.1.2.2 Colleagues' Comments

Another subtheme categorized under the theme 'verbal persuasion' was encouraging or discouraging comments made by fellow teachers who also frequently interacted with teachers in day-to-day work. Colleagues' interactive dialogues generated positive or negative outcomes associated with collegiality within school. Colleagues' praise or a word of encouragement increased openness to sharing knowledge and innovative approach, and discussing curriculum issues, enabling a teacher to become a more autonomous and efficacious assessor. On the contrary, their repetitive critical or corrective feedback formed unwelcoming climate, so as to hamper the building of shared understanding and connected network to actively communicate with fellow teachers. Contrasting experiences pertaining to collegial feedback were shared by Teachers D and F as below:

Excerpt 4.32. If fellow teachers said, "Your assessment tool looks fun. Can I get some tips?" or "English assessment is full of exciting activities.", I felt great. Usually, assessment is a quite sensitive issue. Teachers of all subjects planned it with professionalism and pride. Therefore, there were not many harsh or negative feedback among teachers in our school. Without negative comments, I thought to myself, "I am doing ok." (D's interview, session 1)

Excerpt 4.33. "You know better than that. If we do it this way, it's highly possible that we will face complaint report." or "It's not easy to score students' performance with this method." There were bunch of reasons in the list to leave out my suggestions. (F's interview, session 1)

Teacher F stated that frequently heard feedback from her colleagues featured critical judgement on her suggestions in terms of appropriateness or feasibility of the assessment tools. She used to be an active opinion presenter, but repetitive negative feedback from her fellow teachers made her hesitant to share new ideas. Accepting that she lacked in knowledge and experience in real classroom situation, she just became a follower, not making any further disputes among teachers. Besides, she mentioned that colleagues' negative comments caused severe frustration because she felt her performance was being assessed.

While teachers' face-to-face interaction relevant to verbal comments was valuable within schools, two groups of teachers (experienced vs. inexperienced) differed in terms of the degree of its impact on their efficacy perception by assigning different meanings to collegial supportive or negative comments. Experienced teachers viewed colleagues' differing opinions simply as a misfit between their beliefs and practices with their colleagues. For them, opposing views were interpreted as essential parts of faculty meeting in the process of developing a better plan or they simply showed respectful manners to accept the way their colleagues speak and think. However, as much value as early career teachers placed on external compliments and encouragement, they were greatly affected by negative comments from fellow teachers because they construed collegial objections as critical judgement on their qualification as an efficient accessor. Provided by verbal support, they fostered an inflated sense of efficacy while they typically experienced a crash in self-efficacy when they faced

opposition. As below was elaborated different meanings attached to similar situations depending on the length of teaching years:

Excerpt 4.34. During the meeting, fellow teachers said, “A UCC (User Created Contents) format of speaking assessment is not acceptable because there was a complaint report before.” I suggested reading assessment should take up 15 percentage of performance assessment, but they said, “the ratio is too high,” and cut down to 10 percentage. We exchanged our opinions to come up with better plans. They also made supportive comments on good ideas. I don’t mind because negative feedback was given with polite and gentle comments. It felt good to be accepted but it didn’t hurt my feelings, either, when opposing views existed. (B’s interview, session 1)

Excerpt 4.35. If I grew older with more teaching years, external evaluative messages would not influence me much. I would rather firmly go on my way regardless of what feedback I would get. But for now, I love to receive praise or encouraging comments. External feedback means a lot more to me now. (D’s interview, session 2)

The heavy reliance on colleagues’ comments in terms of a boost or decline in a sense of efficacy was not identified among experienced teachers. For them, encouraging comments like appreciation or praise was regarded as a pleasant and spirit boosting experience. However, they translated it into an outward decorum or a mere formality to express mutual respect. On the contrary, beginning teachers all exhibited the similar pattern of thoughts in processing collegial feedback, placing high value on it, because they used it as a yardstick of success or failure, determining their effectiveness as shown in Excerpts 4.36 and 4.37:

Excerpt 4.36. Since I haven't been teaching long enough, I tend to pay more attention to feedback from others. I care more about reactions and responses made by other people. It can be, sort of a basic criteria to determine whether I am doing right or not. (E's interview, session 1)

Excerpt 4.37. Colleagues' feedback is more influential. If students made some complaints, I would do it better next time with some changes. However, if fellow teachers made a critical comment, I felt I did something wrong. It's like I was being scored on my test paper. (F's interview, session 2)

4.1.2.3 Complaint Report Relating to Grades

Another aspect of 'verbal persuasion' related to complaints pertaining to grades, made by stakeholders such as students, parents and educators of private institutes. All the participant teachers reported the powerful impact of complaint reports on the decisions they made about assessment tools and classroom practice. The higher sensitivity education consumers held to the outcome of numerical academic attainment at school, the more complaint reports were issued, increasing teachers' anxiety level and deterring teachers from taking new approaches or methods just to play it safe to curb the conflicts.

Teacher B adopted a UCC as a new method of assessing speaking proficiency. Originally, her intention was to cultivate colloquial language skills through member interactions in a group, but she had to confront a complaint report written by one of the students' mother on the website run by Education Office. The student did not express his discontent with group members at school, but his mother directly poured out her anger on the online complaint board, arguing that his son could have earned a higher score with better group members. Teacher B

was called upon to apologize for causing such an unpleasant incident. After the occasion, teacher B suffered a sense of shame and fellow teachers did not willingly take risk using the same type of speaking assessment even if the rest of students enjoyed the activity a great deal:

Excerpt 4.38. There was a complaint report made by a parent, which was about disadvantage her son might have taken due to member students in his group. My principal hated it. A teacher had to respond to stop further disputes. Also, the inspector in my district put pressure on me to keep a low key and soothe the parent's anger away. After all, I had to say what the parent wanted to hear, not what I wanted to say. The anxiety about complaint report is the biggest obstacle to convincing my own practice. I was so upset and shameful. (B's interview, session 1)

Teacher C was remarkably conscious of complaints and stressed out under the condition that not only his assessment but also his teaching materials were closely examined by parents and private educators, influencing his classroom practice and self-efficacy as seen in Excerpt 4.39:

Excerpt 4.39. There is one mother, whose nickname is a queen of complaint report. Her first complaint was even about a placement test for freshmen. She was angry about the fact that some of question items were written based on the contents not taught yet in class. That test was not recorded in school report. Our class and assessment were closely monitored, and it was quite stressful. (C's interview, session 1)

When he randomly offered to give feedback on students' writing when they prepared for writing performance assessment in class, they became overly sensitive to the disproportionate portion of corrective feedback each of students might receive, leading to complaints written by their parents via teacher evaluation

system. He viewed complaint report as a professional failure because it could be interpreted as a situation in which non-professional group of people discovered some problems about what teacher professionals worked on together.

Teachers D and F also illustrated their concerns about grade-related complaints and their responsive sense of guilt. Teacher D experienced complaint report on his practice, directly affecting students' grades. His frustration intensified as he blamed himself for all the troubles he made but suffered by fellow teachers together as below:

Excerpt 4.40. A few years ago, there was vocabulary assessment. It was not process-oriented, but a one-shot vocabulary test. All the classes took the test on the same day, which made a testing time different between classes. Some students took advantage of time slot by getting some test items from earlier test takers. Students made complaints. There hasn't been such complaint so far in my school and I was the first teacher experiencing it. I accused myself of poor practice, thinking I should've guided students better. I felt less efficacious, losing confidence. (D's interview, session 1)

Teacher F also felt extremely stressed out when students' scores were revealed because sometimes students negotiated their grades simply by complaining whatever they earned. It made her felt demoted to a grade assignor, not a teacher accessor as seen in Excerpt 4.41:

Excerpt 4.41. I gasped at students' fierce reactions to the grades given to them, complaining, "Why is my grade this low?" Actually, I am extremely anxious about their complaints because their scores I gave can influence their life. Whenever they complain, my anxiety level increases. (F's interview, session 1)

She even made a false accusation that she was liable although she was not accountable for the complaints that students made as shown in Excerpt 4.42:

Excerpt 4.42. More than expected, many students questioned their scores, and came to teachers' office, which was the most difficult moment of the semester. Although I scored them strictly according to the criteria, I felt that I did something wrong. It was offensive when some students were very harsh and judgmental. It is the moment when I was considered just as a scorer, not a teacher. (F's teacher journal week, 12)

As identified, grade-related protest was an unwelcoming but powerful source, negatively impacting teachers in every possible way throughout the whole process of assessment. Even though the years of teaching experience helped teachers promote the ability to mediate and calmly pacify volatile situations, it was examined as a strong factor closely tied with teachers' inability to effectively perform their job as a result of stress.

4.1.3 Vicarious Experience

Vicarious experiences in the study encompassed directly observing competent teachers' class and exposing to a short video footage or pictures of class elaborated by other teachers. Observing efficient teachers' class and identifying with their observation was an effective mode for enhancing self-efficacy because effective skills and strategies were transmitted for managing situational demands to make assessment more effective. Competent modeling was an especially influential factor in fostering teacher capabilities of novice teachers who obtained no absolute means of adequacy in assessment. Struggling teachers observed

efficacious teachers manage situations using appropriate strategies and acquired new coping techniques. Then, they reevaluated their capability in relation to the attainment of skills and knowledge via modeling. Teachers D, E, F shared their experiences of how they learned from instructive demonstrations of skills and strategies through inspiring modeling, raising their efficacy beliefs. Representative examples were illustrated as below:

Excerpt 4.43. One day, a fellow teacher allowed me to observe her class, helping me to get concrete ideas how I could practice my assessment. It was of great help. I know it's not easy to open class, but she was willing to do it. After the observation, I learned specific steps to follow and felt that I could copy and do it in my own class. (F's interview, session 1)

Excerpt 4.44. Last month, my school invited one competent teacher who had expertise in project-based teaching and assessment. Fellow teachers and I watched and heard of her class. I had just a vague idea how to carry it out before, but she showed a specific model of project-based class. Along with various teaching tools, the actual example of class was introduced. She said that instruction and assessment could be interconnected through project-based class. It could make process-oriented assessment more feasible. I think I can try and do it later. (E's teacher journal, week 1)

Particularly, novice teachers highly valued the observation of effective assessment practice, anticipating that they could master comparable activities, supported by practical advice and suggestions received from model teachers. The less teaching experience a teacher had, the more reliance he or she showed on a modeling to improve their competence. Teacher F stated that she viewed it as a guide to succeed in her practice as below:

Excerpt 4.45. I think a modeling is helpful and has impact on my efficacy belief. It guarantees a success. If a teacher succeeded with that tool, maybe I could apply it. Success is assured. (F's interview, session 1)

Conversely, the disparity was identified between experienced and inexperienced teachers in their attitudes toward vicarious experience and its effectiveness. Unlike beginning teachers who had relatively little or quite mixed evidence upon which to base an efficacy perception, teachers with longer teaching years clearly recognized that vicarious experience was not as influential as direct experience in efficacy development. It was due to a keen awareness of personal or contextual differences that teachers should take into consideration when they executed a model assessment tool. They already experienced assessment was contextually situated. Teacher A shared her failure and frustration when she just directly applied a model class without considering her own personality:

Excerpt 4.46. Once, I saw drama acting. I think its success depends on teachers' characteristics. The model teacher was cheerful, doing a good job. I naively believed that it would work out in my class, but it was a total failure. I am not a cheerful person. All the students were sitting with embarrassing looks, thinking 'what are we doing now?' I realized I should not be this much naive to copy other teachers right away. (A's interview, session 1)

All the experienced teachers reported their casual attitudes toward a model assessment, placing more weight on direct experience rather than vicarious experience. They simply showed openness to new information they might obtain, thinking it might be better than being isolated. They demonstrated that their

efficacy beliefs were more enhanced by direct experiences in which success was attained. Teacher C's remark was representatively illustrated as below:

Excerpt 4.47. I think a modeling is helpful in terms of gathering information. It's like creating my own based upon some existing ideas from the observation. I could either succeed or fail. In that sense, direct and successful experience contributes more to the increase in efficacy than vicarious experience, modeling. (C's interview, session 2)

4.1.4 Physiological and Emotional Arousal

Theme four was characterized by teachers' physiological and emotional arousal, associated with positive and negative feelings, as a direct result of the processing of efficacy information from other sources. Physiological and emotional reaction was influential when one of the other sources of self-efficacy information accompanied it. It demonstrated how the participants felt when they were accessing students and dealing with the relevant issues.

Positive emotional reaction included a sense of reward, pride, content, joy, helpfulness and relaxation which arose from the processing of information, indicative that teachers were efficacious in assessment. The arousal of positive feelings occurred when teachers achieved successful mastery experience and received encouraging verbal comments, establishing positive views of their abilities. Positive emotional arousals were analyzed to be predominantly subsequent reactions to the participant teachers' perceptions or interpretations of the events and interactions they engaged in. Teacher A spoke about what she experienced when she was in assessment practice:

Excerpt 4.48. It was fun. One of the good things about performance assessment was that I could meet individual students. Well.. I guess it could be possible thanks to friendly students who hardly issued any complaint report. Favorable environment? (laugh) That made me more excited during classroom practice. (A's interview, session 2)

Reflecting on class atmosphere and students' engagement, she felt pleased and proud in return for her consistent efforts to make assessment more effective. The self-evaluation of her own assessment was positive and satisfactory. As noted earlier, emotional arousal was mostly accompanied by other sources of efficacy information. Relevant data was already presented when other sources (i.e., mastery experience, verbal persuasion and vicarious experience) were explored. Teachers' positive feelings arose in various situations, but the most dominant source was associated with student's responses, either verbal or non-verbal. This is in line with teachers' psychological processing of mastery experience and verbal persuasion that students' positive reactions directly influenced their efficacy. Teacher-student interactions as the most prominent element of school education greatly affected teachers' state of mood as well. This proposition was supported by Teacher D' report as below:

Excerpt 4.49. If students like it, I am happy. But if they don't, I am not, either (D's interview, session 2)

Teachers also experienced various negative emotions such as anxiety, nervousness, discouragement, helplessness and shame in connection with assessment-related events and issues. Uneasy feelings occurred when they met

disconcerting challenges in and out of class such as being ineffective in making students' progress and attitudinal change, being doubtful about their abilities to effectively manage classroom, or having conflicts with students or colleagues, etc. The arousal of a sense of shame and discouragement was illustrated by Teacher E as below. She caught cheaters in writing assessment, ascribing the disgraceful incident to her lack of management skill and assessing capability. A sense of shame and concurrent efficacy damage were shared in Excerpt 4.50:

Excerpt 4.50. When I found some students cheating on essay-writing assessment, it was so discouraging and depressing. I even cried back home. I blamed myself a lot for not being able to keep them in control. Fellow teachers said it was not my fault, but I still felt a shame. (E's interview quote, session 1)

Notably, the most powerful source of negative psychological states was involved with complaint report from stakeholders such as students, parents, and private educators. In fact, it was directly or indirectly linked to dominant cases of emotional arousal. Due to complaint report that they might receive, most participant teachers held a basic level of anxiety or tension in the whole process of assessment practice from planning to executing to scoring, but the level of arousal differs from teacher to teacher. Representative cases were demonstrated as below:

Excerpt 4.51. I am anxious, wondering whether I am doing ok. As for a written paper test, I can follow the format of College Scholastic Ability Test (CSAT) but performance assessment has no fixed format. It is left to teachers' discretion. There are many tricky issues like complaint report, accountability, and the inspection by Education Office. (C's interview, session 2)

Excerpt 4.52. I feel a little jittery because it is about the grades students would get. They might have complaints and I could make a mistake due to lack of experience. (E's interview, session 1)

While teachers reported a certain level of uneasiness caused by direct or vicarious experiences relevant to complaint report, Teacher F exhibited a higher level of arousal, revealing her obsession with confirmation check on assessment-related verbal interactions with her students. Under psychological pressure to minimize complaints, she became more sensitive to and conscious of what she did in class and more focused on avoiding possible controversy or frictions, causing burnout. Her prolonged negative mood could influence the cognitive processing of an event concerning assessment and ultimately reduced perceived efficacy as shown below:

Excerpt 4.53. I was always conscious of what I did, thinking "Did I do something wrong this time?" I kept going through it and felt worried all the time. It was not a pleasant experience. It was not like this before. I used to enjoy some tasks in performance assessment but what mattered most this year was to get rid of all the problems that would possibly cause complaint reports. I was always anxious. After I answered the questions students asked, I also had to come back and ask my fellow teachers to make sure there was no problems like "I answered this way, is it ok?" (F's interview, session 1)

Excerpt 4.54. I understand it but teachers are too sensitive to complaint report. We were being too conscious of every single step we took in the process of assessment. It was exhausting. (F's Teacher journal, week 3)

So far, the four themes of efficacy sources, corresponding to Bandura's (1997) theorized sources, were explored. Mastery experience, verbal persuasion,

vicarious experience and physiological and emotional arousals were all identified in different forms in Korean high schools. There were additional themes identified and will be presented in the next section.

4.2 Additional Sources of Assessment Efficacy

In this section, the following themes which were newly found in the present study are discussed: Professional development activities, teachers' language proficiency, teacher collegiality, student trait, and national college admission policy. These five themes were also identified as determining factors in establishing teachers' assessment efficacy. Each of these five themes are demonstrated with direct quotations from the teachers.

4.2.1 Professional Development Activities

Professional development activities that individual teachers engaged in emerged as one of the contributing sources to efficacy judgement. Professional development opportunities to improve teaching and assessing were practiced through in-service teacher training workshops, conferences or professional learning community. Teachers reported that they learned and grew by adapting assessment models suggested by teacher instructors and interactive conversations with teacher trainees. Teacher A wrote about the usefulness of in-service teacher training program she participated in, commenting that it actually helped to design a more effective assessment tool with guided materials and shared experiences with teacher trainees as below:

Excerpt 4.55. I gained insights into how to change performance assessment in a better way through a teacher training program I attended. Scoring rubrics and materials proposed by Korea Institute for Curriculum and Evaluation, the booklet printed by Teacher Support Group for Evaluation in Gyeonggi-do Education Office and teacher trainees' shared experiences about their assessing practice. All of them greatly helped me make an assessment plan for this semester. (A's teacher journal, week 1)

Teacher E also remarked on the impact of in-service teacher training on her assessment practice and efficacy. She showed lack of confidence in assessing speaking skills in the first interview, but after taking part in teacher enrichment program, she was inspired to implement a speech-type assessment with practical tips and guidance as shown in Excerpt 4.56. She wrote in her journal that her anxiety and uneasiness were lowered with her direct experience:

Excerpt 4.56. I signed up for an in-service teacher training program about performance assessment during the summer break. It guided me in designing a speech-type assessment this semester. Many teacher instructors exhibited their passion to create process-oriented performance assessment, not just assessing one-shot outcomes produced by students. Despite their sustained efforts to devise and implement the assessment tools along the way, they stated that it was more rewarding and satisfactory in terms of helping students grow and progress in what they were assessed. I was also inspired by their experiences. (E's teacher journal, week 6)

Teacher B, eagerly seeking to improve her professional skills, similarly commented that she was very much motivated to adopt new methods presented in the in-service teacher training. She also illustrated that joining workshops provided an opportunity to reflect her own practice by comparison, redirecting her sources in the new way as below:

Excerpt 4.57. Key concepts of recent in-service trainings were linked to “Learning-centered”, “Process-oriented”, “Interconnectivity of teaching, learning, and assessment”. Compared with performance assessment implemented by teacher instructors, my own practice in writing assessment needs to be greatly modified to a more effective form. I should’ve designed it for the purpose of better observing students’ progress over time, not merely focusing on easier scoring. That would’ve been more meaningful even though teachers would suffer strenuous efforts to complete the assessment task (laugh). I self-examined my own practice and felt a little shameful for how poorly my assessment was designed. At the same time, what stayed in my mind was ‘By collecting more resources, I should put them in to make a better tool.’ (B’s interview, session 2)

Teachers agreed with the importance of in-service teacher enrichment programs in terms of increasing assessment literacy by keeping track of new methods and knowledge and sharing ideas to address challenges faced during the practice. Remarkably, some of the teachers attributed their professional growth and boosted efficacy to a professional learning community (PLC) they belonged.

A professional learning community can be described as an environment in which teachers continuously interact, collaborate, and engage in producing and sharing knowledge about classroom practices to improve student learning and motivation (Vescio, Ross, & Adams, 2008). Rather than working in isolation, teachers can rely on professional learning community as a supportive network to seek advice on teaching and assessing practice and to develop and implement instructional and evaluational innovations. In other words, professional learning community can serve as a tool to provide opportunities for continuous professional growth, which is integral to increasing teacher self-efficacy. Interviews and teacher journals disclosed how powerful a PLC could be in shaping teaching

practice and self-efficacy by allowing teachers to share ideas, improve assessing practice, and be empowered to be innovative and creative. One of the representative reports was shared by Teacher A who had been a member to one PLC for three years. She had built a strong bonding with member teachers in the PLC and valued stable and multi-lateral interactions among them, which enhanced her professionalism and efficacy as shown in Excerpts 4.58 and 4.59:

Excerpt 4.58. Aside from teacher training programs, thanks to the PLC that I joined, I was motivated and directed into taking a better approach in assessment. After all, students showed great appreciation and satisfaction at the end of semester. (A's interview, session 2)

Excerpt 4.59. It is the professional learning community that I engage in. Sharing ideas with trustworthy member teachers I have known so far, I feel motivated to try new things they recommend even if little by little when I think it's something I can do and worth a shot. In the first few years of joining the PLC, there were trials and errors but now it's been quite a while and I feel secure and settled in. It is not just one-direction lecture but more of interactive sharing of individual teachers' experiences regardless of whether they are successful or not. I can visualize what they say in classroom settings and come up with some solutions to the challenging issues that I should be cautious of. Then, I can decide how to apply their practice to my own. (A's interview, session 2)

Unlike workshops or conference practiced as an isolated and unsustainable event, professional learning community was found to hold a sustainable professional development. It was revealed in Teacher A's interview as below:

Excerpt 4.60. I have joined in-service teacher trainings quite a lot. However, lectures drifted away if I didn't practice it myself. Instead of them, off-line meetings with some of teachers or a small-sized community are more powerful because member teachers can share ideas and materials through direct interactions. (A's interview, session 1).

4.2.2 Language Proficiency

Teachers' perceived linguistic competence was the next theme generated as a factor for influencing assessment efficacy either positively or negatively. As non-native speakers of English teachers, most of the teachers perceived their language proficiency as insufficient, especially in speaking skill. Considering the increased emphasis of communicative competence and fluency in Korea, they equated proficient English speakers with competent assessors of speaking performance. Interplay of self-perceived language proficiency and assessing competence was reported as shown in Excerpts 4.61 and 4.62. Teacher A viewed her linguistic competence as an obstacle to be a confident assessor while Teacher F's high efficacy in speaking assessment was closely correlated with her sufficient linguistic skill. In fact, Teacher F's passion for spoken English was detected when she conversed with her students in English on the day of the researcher's visit for the first interview session:

Excerpt 4.61. As for speaking assessment, I cannot instantly provide students with linguistic feedback on their verbal output during the presentation. So, it is challenging to assess students' speaking performance. I already know my proficiency in speaking. I can't trust myself (laugh). (A's interview, session 2)

Excerpt 4.62. I am most confident in speaking. Among four skills of English, I like speaking the most. I like to encourage students to speak in English. I think I am also confident in speaking assessment that I proceed in class because I believe I am good at speaking. So, this perception helps me to decide which performance is good or bad, when evaluating students. (F's interview, session 1)

Teacher C also wrote about interaction between linguistic competence and assessment efficacy in his reflective journal, the focus of which lied on Koreans' excessive association of native-like pronunciation with linguistic proficiency. He self-evaluated his language proficiency as insufficient because his judgement grounded in pronunciation accuracy like native speakers. The lack of perceived English proficiency translated into a lack of self-confidence in administering performance assessment focused on speaking skill as shown in Teacher C's journal:

Excerpt 4.63. One book that I read the other day deals with Korean learners' obsession with English pronunciation. It says that we set American accent as the standard English, emphasizing the accurate output of pronunciation. Koreans tend to associate a perfect level of English-speaking proficiency with native-like pronunciation. Within this frame of thoughts, almost all the students in my school would be judged as poor English speakers. I feel small because of pronunciation-based assessment of proficiency. Due to the lack of confidence in my speaking proficiency, I also feared the implementation of speaking assessment. This book gives me a chance to think about speaking proficiency and assessment. (C's teacher journal, week 6)

This frame of thoughts was also congruent with Teacher D's embarrassing experience in which one of his English native students found it hard to understand the word Teacher D pronounced in class. Other students noticed their teacher's

struggling to make himself understood. He commented that students' response to his pronunciation hurt his feeling and teacher efficacy as illustrated in Excerpt 4.64:

Excerpt 4.64. Drama performance assessment began. I distributed play scripts, last scene of which should be filled with each group's own ideas. There was one exchange student from the States, and he didn't understand the word 'role' I pronounced repeatedly. Then, one naughty student sitting next to him giggled, saying "Our teacher's English pronunciation sucks." I just laughed it off on the spot, but my self-esteem collapsed, and troubled me. Looking back on my practice, I intentionally avoided speaking assessment because I can't tell correct English expressions when asked by students. (D's teacher journal, week 8)

Teacher D also linked his self-perceived low level of speaking proficiency to his hesitancy to adopt speaking assessment. Admitting his avoidance of revealing his own speaking competence to other teachers, he neither attended in-service teacher training for speaking assessment nor practiced speaking-related assessment as below:

Excerpt 4.65. I have always been thinking that I should take a training course on how to guide and evaluate students' speaking performance. However, whenever I looked up the list of training programs, most of them are led by native teachers. It is quite burdensome to participate in the training because I am afraid of hurting my self-esteem as a teacher when I imagine myself revealing my poor English in front of other teachers. That's the reason I have avoided such training so far, which, in turn, makes me reluctant to implement speaking-related assessment tools. It's like a vicious cycle. (D's teacher journal, week 3)

4.2.3 Teacher collegiality

Another theme that frequently emerged was that of working with supportive or discouraging colleagues. It relates to collegiality, which refers to the manner in which the members interact with one another (Marzano & McNulty, 2005; Schmoker, 2006; Wagner, 2003). On one hand, some participant teachers reported that cooperative colleagues made work easier and more pleasant. It helped them to have a voice in developing assessment tools and implementing them in more encouraging environment. Having an opinion that was heard and acknowledged and being included in the decision making appeared to create a positive working atmosphere that has the potential to support self-efficacy beliefs in assessment. Teacher A felt lucky when she had a supportive colleague who was open-minded and cooperative in planning and implementing teaching and assessing methods. The close collegial relation facilitated the improvement of assessing practice and efficacy beliefs as illustrated in Excerpt 4.66:

Excerpt 4.66. I think it's a fellow teacher. Colleagues' cooperation plays a critical role in shaping my own teaching and assessing practice. There used to be a teacher who read my intention even when I didn't talk much. It was like a good match made in heaven (laugh). We always discussed issues relating to class and assessment with an open mind and tried different things together helping each other. It was helpful to improve my own teaching and assessing skills, obviously affecting my confidence. (A' interview, session 2)

Teachers with the shorter years of working experience received help from colleagues when there was a lack of knowledge or experience. Teacher F made a statement about the abundant generosity of her colleagues in her first school.

Strong collegial support helped her out of confusion and frustration whenever she encountered challenges in assessment practice as shown in Excerpt 4.67. She added the benefits of a solid bonding with fellow teachers such as increasing a sense of empowerment and boosting her confidence:

Excerpt 4.67. It was a great help to have senior teachers whom I relied on all the time. When I faced some challenges in scoring students' writing assessment, I bothered them a lot, asking questions because I was confused with rubrics and not sure how to score them. They were very kind answering all the questions and willing to share their knowledge. Their abundant support assisted me in completing the task of administrating the assessment well. (F's interview, session 1)

On the other hand, some teachers reported that weak collegial support failed to foster a climate in which they took risk and tried new approaches. Lack of teacher collegiality likely limited initiative and creativity. Teachers had to make a compromise when their colleagues contradicted their suggestions about new methods in teaching and assessing. Being a social agent, teachers should meet in the middle ground where fellow teachers all agreed even if it did not directly reflect their own passion and educational principles. After all, a low level of collegial support affected the degree of trust in professional skills that teachers saw in their fellow teachers and failed to bolster and sustain teachers' sense of efficacy.

Teachers B, C and E shared their frustration when they had to compromise due to low collegial support. Teacher C's experience was delineated as a representative case in Excerpt 4.68. His willingness to attempt new and different teaching and assessing methods was easily discouraged by collegial objection in

less supportive atmosphere formed among his fellow teachers. His repetitive failures to try out new formats of assessment held him back, making him stuck in a rut with conventional tools that had been agreed upon at teacher conference. It deterred him from being creative or innovative in assessment practice to explore and find better assessment methods, negatively affecting his efficacy:

Excerpt 4.68. My desire and willingness did not have a decisive influence on choosing assessment tools. It was because of fellow teachers. I did not agree with some of current assessment tools. Well... talking about school atmosphere and colleagues, we are conservative and hierarchical, rather than liberal and equal. There is a hierarchy. I am the youngest. We know one another too well already(laugh). I myself do not want to make any troubles, nor like innovation or a big change. I would not intimidate my colleagues by doing something outstanding. It may please my own students, but negatively affect my fellow teachers like critical judgements from their students or parents compared with my teaching style. School is a big organization, so I must take it into consideration. (C's interview, session 2)

Another issue was drawn by Teacher B that process-oriented performance assessment required stronger collegial support. Her point was about procedural steps that teachers should take with more focus on "process". Compared with a one-shot judgement on the outcomes students presented, process-oriented evaluation could possibly impose overload of work on teachers. In that sense, teacher collegiality strongly influenced the shaping of assessment tools and teachers' assessing experiences, correlated with their efficacy beliefs :

Excerpt 4.69. Process-oriented performance assessment necessitates the high degree of collegial support. Especially, assessing process takes time, so some teachers find it challenging and exhausting to finish the task all

the way, refusing even to try it. However well-designed it may be, an assessment tool cannot be actualized without the support of fellow teachers since we teach students of the same grade together. Without their agreement and support, I would find it more difficult and demanding to implement it, making me shrunk (laugh). (B's interview, session 2)

4.2.4 Student Trait

Students' trait within each school was another theme that contributed to the establishment of teacher efficacy. It included students' level of academic abilities and their attitudinal characteristics displayed during assessment practice. As teachers' efficacy acted as a potential determinant of students' achievement and motivation, students' attitudes and achievement also reinforced or weakened teachers' perceived efficacy.

Teachers favorably perceived a condition under which they were respected by their students who behaved well, students showed a high level of academic performance on average or were highly motivated and responsible. On the contrary, teachers felt challenged when students exhibited lack in motivation and interest in English, and their proficiency level was low, or they were overly sensitive to grades, making frequent complaints. Teachers demonstrated how their efficacy perception interacted with aforementioned student traits in their schools. Teachers A and B pinpointed students' academic abilities as fundamental influence on their competent practice of performance assessment. They experienced that highly motivated students acted as a driving force to enhance class climate, leading to better completion of assessment task shown as below:

Excerpt 4.70. Our school has many high-achieving students accepted this year. I could say students were great, and it was a lot better condition than before for effective assessment practice. Group activity went smoothly without difficulties. (A's interview, session 2)

Excerpt 4.71. Basically, students were docile and followed what they were told to do. They had a high level of academic zeal, and interest in scores, and it was a positive factor. They cared a lot about performance assessment, let alone paper-and-pencil test. (B's interview, session 1)

On the other hand, high-achieving students did not necessarily helped teachers gain their efficacy. Teacher B reported a friendly classroom environment where proficient students stayed focused, actively participating in class activities with a high level of motivation. However, tricky situations occurred when students encountered grade-related events. Their excessive sensitivity to grades gave their teacher a hard time, making fierce complaints as shown in Excerpt 4.72:

Excerpt 4.72. High-achieving students prevail in our school since it's a Christian girls' school where they can concentrate on studying without school violence. Students work hard in this academic setting. Their attitude and motivation are impressively great, creating a positive class atmosphere. However, they are very sensitive to grades. Once they have complaints, they turn around, holding grudge against me. (C's interview, session 1)

Sensitive attitudes toward scores were not always coupled with high-achieving proficient students. It was also examined among those who did not excel in College Scholastic Ability Test (CSAT). Doubtful about their abilities to fulfil academic requirement, meaning to attain a desired consequence of CSAT score, some students strategically redirected their resources toward improving GPA

(Grade Point Average) at school to succeed in early college admission process called *sooshi*, in which GPA plays the most influential role. To those students, school assessment was perceived as less challenging than CSAT in terms of the content coverage. Teacher F had to deal with students' stress and responsive attitudes in the highly competitive grading system. The aforementioned strategy was prevalent among her students. Despite low academic achievement in CSAT, they became overly sensitive to the outcome of school performance, and made harsh complaints repetitively as seen in Excerpt 4.73:

Excerpt 4.73. Students' proficiency level is not high enough, so they can't get admitted to college based on CSAT. That's why they are sensitive to grades, preparing for school record-focused selection. Despite their low academic achievement, those who want to go to college care a lot about GPA, coming to check and complain about it. They often nitpicked, asking "why is my grade this low?" (F's interview, session 2)

An opposing case was also identified among Teacher E's students many of whom neglected their studies with a lack of motivation toward academic activities. Accordingly, Teacher E found it challenging to actualize classroom practice that she pursued, considering students' absence of motivation or a low level of proficiency in English as shown in Excerpt 4.74:

Excerpt 4.74. If students were proficient enough to understand and catch up with what they learned, I would be able to try varied types of performance assessment. However, students here showed no motivation to study and, in fact, they are not competent enough to complete the given task. I have to limit the scope of methods that I can try and apply. A task will be useless if they find it too difficult. (E's interview, session 1)

Students' trait varied from school to school. Demographics differed depending on school districts or students' academic achievement changed every year. Teachers' conceptions about their efficacy varied due to different interactions they had with students of different traits. Students' trait was interpreted as a contributory factor to the quality of interactions between teachers and students, and these exchanges determined the effects of teaching and assessment. Therefore, a significant proportion of variance in teachers' efficacy perception occurred, aligned with students' characteristics.

4.2.5 National College Admission Policy

The last theme pertained to the significant impact of college admission standards set by government on assessment practice and teachers' confidence in the assessment tools they enacted in the classroom. Current college admission mechanism in Korea are based on two parts: early admission process (*sooshi*) and regular admission process (*jeongshi*). In the early admission process, high school grades and activities outweigh the test scores students acquire in CSAT.

This school record-focused selection process, *sooshi*, emphasized students' varied performance and participation in what they do in school once applicants meet the score cut-off that colleges require them to meet in CSAT. Or, a student can also get admitted to colleges without taking a CSAT because the CSAT score is not required to be submitted to some colleges. On the other hand, in regular admission process, what matters most lies in the CSAT score, with no impact of the recorded high school activities on college admission.

All the participant teachers found that students were given ample chances to show their progress and active class engagement through performance assessment, especially more so if it was process-oriented. Those who prepared for school record-focused selection process valued the process-oriented performance assessment, enjoying classroom activities and taking benefits from their achievement being well-recorded in school report. Their high motivation and interest positively influenced teacher efficacy beliefs.

On the other hand, if CSAT-based regular admission process gained more attention due to admission policy, the significance of performance assessment would diminish, changing teaching practice in the direction of improving a multiple-choice problem-solving technique to help students attain higher scores at CSAT. Process-oriented classroom activities would be disregarded, and teachers cannot provide a rationale for those assessment activities, either.

Teachers' reactions to recently revised college admission policy were demonstrated as below. They reported that the revised policy would greatly affect the meaning of classroom activities that would be shaped by assessment methods because the mandated selection percentage of applicants through CSAT would devalue the importance of performance assessment. It would negatively affect teachers' motivation to innovate their assessing technique and efficacy in performance assessment as Teachers A and B illustrated below:

Excerpt 4.75. College admission policy could be influential. Under the policy of school record-focused selection process being a bigger part of college admission so far, I enjoyed various types of classroom activities in performance assessment. However, with the revised policies for college

admission, universities will choose 40 percent of their freshmen through a state-administered college entrance exam, and this institutional change would definitely affect classroom activities and assessment, focusing only on improving students' problem-solving techniques to get higher score in CSAT, which worries me most. (A's interview, session 2)

Excerpt 4.76. With the importance or proportion of school record-focused selection on the decline in college admission process, the significance of performance assessment would weaken, resulting in students' strategic changes to redirect their sources of energy and effort to the high achievement in CSAT. If the CSAT is used as a major tool to determine students' success in college admissions with a fixed rate of 40 percent, students will only care about the grade they get in the test, not classroom activities. I think a set of revised policies for college admission this year will give a harder time to teachers who practice process-based instruction and assessment. (B's interview, session 2)

4.3 Teachers' Perceived Assessment Efficacy

Self-efficacy is a subjective judgement that has to do with perceptions of competence rather than actual level of competence. This distinction is important because teachers' self-efficacy fluctuates by encountering a variety of incidents and issues at school. The data revealed that the self-confidence with which teachers managed challenging tasks affected their attitudes, determining whether they made good or poor use of their capabilities. Besides, teachers' self-efficacy was shown to be not static but ever-changing. Dynamic changes were examined in teachers' efficacy judgements from entry into the study through three months of journal writing. Teachers from different groups differentiated by teaching experience shared similar patterns in general perception within the group but individual teachers also showed dissimilar patterns of changes at play, depending on what they experienced and how they interpreted their experiences. It was also

found that along with identified sources of developing teacher efficacy, reflective journal had a great impact on their assessment efficacy.

4.3.1 Teachers' General Perceptions of Assessment Self-Efficacy

At the time of the first interview, two groups of teachers depending on the length of teaching years displayed a stark contrast in their self-efficacy beliefs in terms of two aspects, (1) how much they think they understand process-oriented English performance assessment; (2) how they perceive their efficacy in planning, administrating and scoring process. As for understanding process-oriented performance assessment, two experienced teachers reported that they were knowledgeable and equipped enough to carry it out, which manifested that their basic level of confidence stayed high. They showed the tendency to keep attentively focused on training materials introduced by curriculum department at school and actively voiced their willingness to apply new methods at teacher conference. Teacher B's interview quote shown in Excerpt 4.77 illustrated such an interpretation:

Excerpt 4.77. In general, I think I am competent. I have attended many workshops. Besides, whenever curriculum-related department informed teachers of important issues or tips about process-oriented performance assessment, I kept checking not to miss out on anything. (B's interview, session 1)

On the contrary, three novice teachers all displayed doubts about their assessment literacy, particularly unsure of their competence in actual practice,

which negatively influenced the gain of self-efficacy beliefs. Teacher E's self-evaluation was illustrated as below:

Excerpt 4.78. Theoretically, I might be familiar with performance assessment, but I haven't tried hard to apply it in real classroom situation, so I don't think I'm confident. I lack in experience. (E's interview, session 1)

In relation to a sense of assessment efficacy in the process of planning, administering and scoring, experienced teachers reported higher self-efficacy than teachers in their early years of teaching, indicating that their years of experience in teaching English were conducive to organization of assessment steps, instructional practice and classroom management in implementing new methods of assessment. Experienced teachers obtained expertise and skills accumulated over a longer period of time, establishing a stable degree of competence in assessment practice. Three teachers of a lengthy teaching career positively self-estimated their general competence in planning, implementing, and scoring process of assessment. Teacher A's positive self-evaluation was shared as below:

Excerpt 4.79. I think I am doing ok with my assessment practice. It went well smoothly without big problems or challenges. It's because of a know-how I've obtained so far. It seems that my teaching experience was a contributory factor. (A's interview, session 1)

On the contrary, teachers in their early years of teaching were less self-efficacious in terms of real classroom practice such as classroom management, instructional impact on the outcome of students' performance and grading task.

Teacher D manifested his expectation that he would become a more professional assessor with accumulative expertise over time, overcoming his lack of experience in teaching students of different proficiency and preparing for the different tasks and activities in performance assessment:

Excerpt 4.80. I don't think I can confidently create appropriate assessment tools according to the different level of students and different materials I teach. Different activities and hand-outs should be provided depending on students' level of proficiency. For example, a simpler form of teaching materials should be prepared for the low proficient, while the high proficient should be encouraged to write an essay in open-ended style. Since I haven't met many students of differing level so far, my assessing competence remains low. It will gradually progress with longer teaching experience. (D's interview, session 1)

Teacher E confessed that she put assessment literacy behind the back burner because she prioritized the improvement of teaching skills. Less attention to the betterment of her assessing capability did not positively influenced her assessment efficacy:

Excerpt 4.81. I'm not confident in planning and implementing performance assessment. Well...honestly, I myself didn't pay much attention to assessment practice. Considering my short years of teaching experience, my prior concern relates to teach well, not going further. My priority was placed on teaching skills. It may sound as an excuse, but there was no energy left to work on assessing competence. (E's interview, session 1)

Novice teachers' self-doubt about their assessment practice was ascribed partly to their less attention to performance assessment. They showed a tendency to allocate their resources to improve their teaching methods rather than

performance assessment tools because they felt more urgent in acquiring teaching skills, associated with immediate day-to-day interactions with their students. In this respect, teaching experience was found to form the basis for efficacy beliefs that teachers perceived, helping experienced teachers to keep their assessment efficacy at a higher level than inexperienced teachers in terms of general confidence.

However, teachers' perceptions of assessment efficacy did not simply demonstrate a positive correlation with years of teaching experience. Regardless of the length of teaching years, teachers experienced ups and downs in their self-efficacy whenever they faced assessment-relevant incidents or unexpected challenges although the degree of changes varied from teacher to teacher. These dynamic changes are further presented in the next subsection.

4.3.2 Dynamic Feature of Teachers' Perceptions of Self-efficacy

Analysis of interviews and teacher journals revealed that teachers' efficacy beliefs did not remain unchanged but went through dynamic changes. At the time of the second interview, individual teachers' perceptions of self-efficacy were found to change. Less experienced teachers reaped the gain of efficacy beliefs via direct assessment experiences. In the first interview, Teacher D showed his self-perceived incompetence in speaking assessment practice and its delivery during class, but his direct experience of assessing speaking skills overshadowed unnecessary concerns. Rather, he was motivated to study and improve his practice later as shown in Excerpt 4.82:

Excerpt 4.82. I was reluctant to do a speaking assessment (laugh). However, after speaking assessment was completed this semester, I came to a realization that it was only the opportunity for students to speak that they needed to learn communicative skills of English. I didn't teach much but they themselves wrote a script, practiced and memorized their parts of lines for drama presentation. I saw their progress just by giving them a chance to speak. Now, I am less reluctant to implement speaking assessment. Rather, the direct experience of going to somewhat uncharted and fearful field stimulated my motivation to study spoken English and positively influenced my efficacy. (D's interview, session 2)

His growing confidence was pronounced in the second interview, but more importantly, his perception of self-efficacy had altered along the way either positively or negatively, affected by varied factors identified in the study. He created a model of drama performance assessment and shared it with his fellow teachers, leading to his elated pride but afterwards, he witnessed a lower quality of his students' performance while students taught by other teachers presented better performance outcomes. Through comparison and reflection, he felt disheartened and even shameful, realizing that he lacked in instructional skills and teaching focus as below:

Excerpt 4.83. I watched students' drama performance, the outcome of speaking assessment, guided by one of the fellow teachers. He helped students with their pronunciation, vocabulary and sentences. Students' lines on stage sounded a lot better with easier expressions. Comparing it with my students in terms of the level of performance, I was embarrassed. (D's teacher journal, week 10)

However, he restored his confidence when he was given a chance to share his own assessment experiences in a PLC. Despite a feeling of shame based on his self-reflection, his students enjoyed drama performance activities and other

teachers showed interest in his assessment model, encouraging him to demonstrate his teaching materials:

Excerpt 4.84. I joined a professional learning community one year ago and it had five-time meetings this year. One day toward the end of the year, I was given the opportunity to share my own experience in assessing practice. I introduced a drama performance assessment that I implemented this semester since not only students enjoyed it very much, but I also gained a sense of achievement and pride in satisfying them. Students' outcome of the script, their pictures taken during the play and video-taped performance were presented. Sharing my own experience itself boosted my self-esteem as a teacher. (D's teacher journal, week 12)

Lengthy career teachers also underwent modifying process in forming assessment efficacy when they encountered significant incidents related to assessment. In the first interview, Teacher B reported a high level of confidence in her assessment practice and pedagogical skills to implement performance assessment. Her active participation in various workshops had strengthened her efficacy beliefs. However, she was discouraged when her students lost interest and engagement in the given task, and their final products did not meet the requirement in terms of quality. With time passing, her efficacy beliefs were enhanced when she devised and implemented a feasible assessment tool, satisfying both students' and fellow teachers' needs:

Excerpt 4.85. Listening assessment was administered. Unlike the EBS radio English test, the contents were taught in class, and converted into listening version. Despite hard work on preparing for teaching and assessing materials, it was worth a shot. I felt proud of creating it. No complaints from students or fellow teachers. (B's teacher journal, week 7)

Her self-perception altered when she attended one of assessment relevant workshops. She realized that her writing performance assessment was not desirable from the process-oriented perspective. By comparing guided tools with her own practice, she felt shameful because her practice was result-oriented. However, sooner or later, her awareness and supportive guidelines obtained from workshop fed her assessment efficacy, consolidating her beliefs in being able to be more efficacious next time by developing a better task.

Representative cases presented above showed that teachers' efficacy beliefs in assessment were constantly changing at one point or another due to a series of factors at play even though a pattern of changes and its degree differed from teacher to teacher. Teacher journal also acted as an influential factor in changing teachers' perceptions. Its effects are demonstrated in the following subsection .

4.3.3 Changed Perceptions of Self-Efficacy Affected by Teacher Journal

For three month of journal writing, reflection occurred throughout the entire process of designing, delivering and evaluating assessment tasks, and making decisions about the information from assessment. Positive changes in assessment efficacy were identified at an interval of three months of interview sessions when teachers kept more attentive to individual students and reflected on what they did in class. This helped teachers to build more rapport with students, confront their practices that did not match the desirable implementation of assessment, and increase their awareness of assessment practice.

Teacher A shared her experience of establishing a stronger relationship with her students while writing a teacher journal. She reported an increase in her attention to individual students' activities during class and an obligatory task of reflecting them after class contributed to building a closer rapport with students, leading to her perceived success of assessment at the end of semester as seen in Excerpt 4.86:

Excerpt 4.86. Despite a lengthy period of teaching career, I haven't reflected my own teaching practice. Writing a journal helped me to take a closer look at individual students during class and thought about them after class when their performance and response were recorded in written form. Observing students was about focusing my attention on individuals. So, strong rapport and relationship were built with students. It was conducive to successful assessment practice, and I enjoyed it with confidence. (A's interview, session 2)

Teacher C predominantly adopted a summative form of performance assessment in his teaching practice, but his awareness of process-oriented assessment was strengthened during the period of writing a journal. He reflected his own practice, searched for better options in reference to books and training programs, and attempted trial efforts to adopt new methods, all of which positively affected a growth of his professional knowledge about performance assessment. He reported that weekly journal provided an opportunity to realize that his priority was not placed on performance assessment in terms of his efforts to develop his professional expertise. His motivation to improve his assessment practice was also increased with his voluntary attempts to research better methods of assessment:

Excerpt 4.87. I felt that writing a teacher journal was like writing a letter of apology. I felt guilty and worried about what I did in assessment. I not only figured out problems that I faced but also began to think harder about alternative solutions to my current practice. Writing a reflective journal, I kept asking questions to myself such as ‘is it appropriate?’ or ‘Is it good for my students?’. There also should be a concrete solution and alternative to convince my fellow teachers of taking a different approach. So, I studied, and tried to use a new technique like visual thinking to see students’ responses first. (C’s interview, session 2)

Teachers D and E also elaborated positive effects of teacher journal on conscious-raising and growth in actual classroom application. Teacher D reported a great boost in his efficacy belief in the second interview when a journal writing was over. He ascribed it to clear conceptualization of his assessment practice by reflecting and specifying what was good or bad and what further improvement must be made for the future practice. This constant reflection helped him clarify which methods to take for better practice and ultimately boosted his assessment efficacy:

Excerpt 4.88. I haven’t had opportunities to look back and reflect what I have done so far. I used to be only concerned about what I would do in the future. If I were asked to talk about what was good and bad about assessment last year, I could not think of anything because nothing remained in my memory. However, after beginning to write a journal, I constantly recorded what went wrong, and what needed to be done next time. It helped me to clearly specify what should be done better and conceptualize what I would need for better assessing practice, making me think ‘I will try it this way next time’. Every reflection would stay longer in mind with meanings attached to it. So, now I feel that I can do better next time and this expectation also positively affects my assessment efficacy. (D’ interview, session 2)

Teacher E exhibited different attitude toward formative performance assessment after three month-long weekly journals. Instead of focusing only on polishing teaching skills at hand, her interest and resources began to take a turn toward the effective use of assessment:

Excerpt 4.89. Writing a journal allowed me to think more about assessment. I am motivated to expand the proportion of process-oriented assessment next time. Evaluating my own assessment for three months increased awareness of its significant impact on students' progress because it can promote students' growth in many ways. As for process-oriented assessment, I have played it down so far, but now I am giving more thought to how to improve it for the effective use. Reflective thinking positively influenced my efficacy belief. (E's interview, session 2)

Data revealed that teachers used reflective writing to explore the planning and outcomes of their assessment, and better understand what they know and do in developing their knowledge of practice through what they learned in practice. Despite differing perceptions of efficacy belief at one point, both groups of teachers benefited from reflecting activity which strengthened their competence to exercise professional judgement and execute assessment tasks.

Chapter 5. Discussion

Chapter 5 summarizes and discusses key research findings presented in Chapter 4. The results and significant issues of the study are discussed in relation to previous research studies. The first section (Section 5.1) summarizes the interpretative analysis of sources of efficacy information perceived by high school English teachers and emerging issues related to teacher efficacy in performance assessment. Section 5.2 presents dynamic changes of efficacy beliefs influenced by interrelated efficacy sources in Korean high school context.

5.1. Personal and Contextual Sources of Assessment Efficacy

The purpose of the present study was to explore Korean EFL high school teachers' efficacy beliefs in performance assessment and the sources that influence them. Beside the four theorized sources proposed by Bandura (1997), which are mastery experience, vicarious experience, verbal persuasion and physiological and emotional arousal, five more sources were identified as shown in Figure 5.1. Professional development activities, language proficiency, teacher collegiality, student trait and national college admission policy emerged as additional sources and they were classified under the category of personal and contextual factors. Personal sources are associated with personal qualities held by individual teachers, not contextually situated. They included professional development activities that indicated teachers' internal motivation and efforts to develop skills, and language

proficiency that individual teachers achieved. Contextual sources related to external factors, contributing to the change of teachers' perceived capability to execute a task. Teacher collegiality and student trait were bound to school climate, subcategorized as within-school context while national college admission policy was classified as a subset of out-of-school context, considering that it shapes general educational landscape across the country.

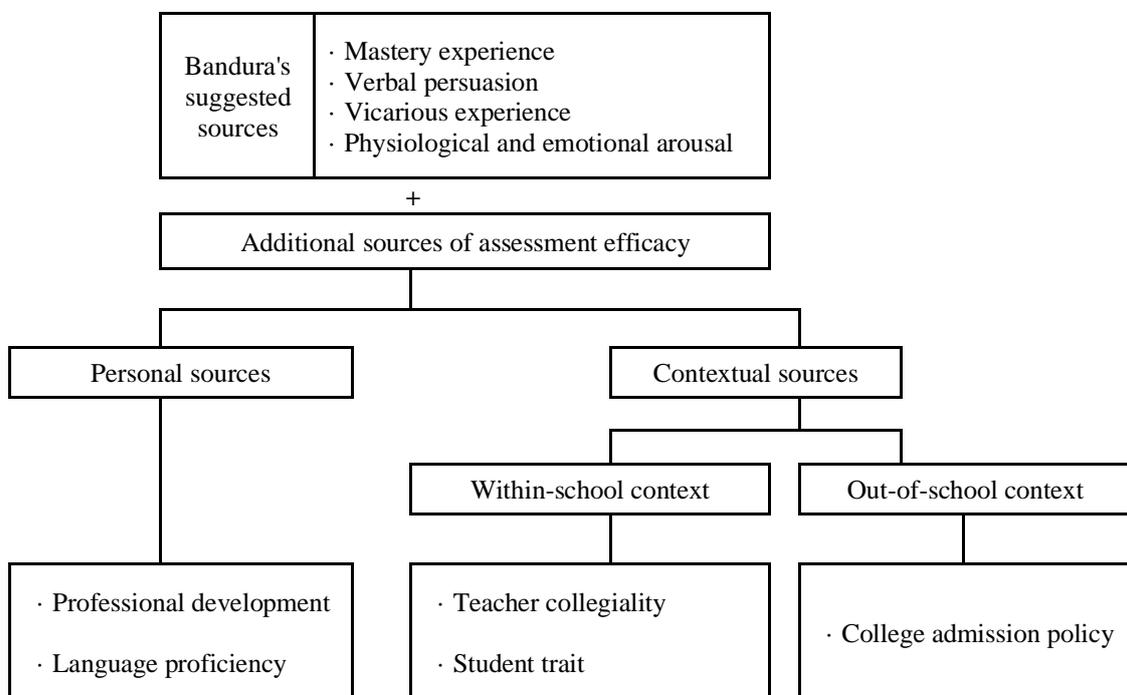


Figure 5.1 Identified Personal and Contextual Sources of Assessment Efficacy

First, the finding that mastery experience was a salient source of efficacy information in this study reflects Bandura's (1997) contention that successes generally enhance personal efficacy beliefs while failures weaken them. Mastery

experience was the most influential source of efficacy judgement because it provided authentic evidence of teachers' capability to execute assessment tasks. The so-called successful performance was connected to diverse forms of success in this study. This finding aligned with the assertion that each of Bandura's (1997) four sources of efficacy information may be actualized in more than one form (Gabriele & Joram, 2007; Palmer, 2011; Williams, 2009).

Many of mastery experiences were closely linked to students' performance and attitudes and perceived as more successful when low-achieving students displayed positive changes in language proficiency and class engagement through performance assessment. It is revealed that the teachers' sense of efficacy was greatly dependent on their experiences in assisting students in making progress and completing a task under the condition where academic achievement is heavily emphasized in Korean high schools. Teachers prioritized students' growth in language proficiency, class involvement, or persistent efforts to accomplish the given task in relation to academic achievement required in the competitive education system in Korea.

Notably, students' class engagement and efforts to complete a task contributing to successful mastery experience were more likely to be actualized during the practice of process-oriented assessment than in one-shot result-oriented test format. It is supported by Jeon and Han's (2000) claim that performance assessment tasks must be interconnected with teaching to make positive educational effects. Yang (2018) also emphasizes that process-oriented performance assessment has more washback effect in affective and personality-

related domain such as students' motivation, interest and class participation than result-oriented performance assessment. It suggests that performance assessment serves its purpose better in the form of process-oriented task in which students' performance is monitored over the prolonged period of time with sufficient feedback provided in teacher-student interactions in class. This is significant because the choice of assessment task, well matched with its purpose, accounts for teachers' efficacy growth after all.

Some early career teachers referred to examples of vicarious experience as a main source of raising their efficacy. Vicarious experience played an important role when they had little direct experience of the task. This result is similar to that in Ginns and Watters' (1999) work where vicarious experience is a major influence on novice elementary teachers. It also concurs with Bandura's (1997) proposal that a model which conveys productive coping techniques can contribute to enhancing the efficacy of subjects who have experienced many confirmatory personal inefficacious events.

In addition to mastery experience and vicarious experience, the results also provided evidence showing the influence of verbal persuasion and physiological and emotional arousal as sources of efficacy information affecting teachers' sense of efficacy. These results are in congruence with the existing literature (Bruce & Ross, 2008; Hastings, 2012; Milner & Hoy, 2003; Palmer, 2011; Ruble, Usher, & McGrew, 2011; Tschannen-Moran & Johnson, 2011).

Specifically, the verbal persuasion teachers received from the major stakeholders such as students, their parents and sometimes private educators was

a powerful attributor to establishing their self-efficacy (Tschannen-Moran & Hoy, 2007). As opposed to the finding of the study (Pas, Bradshaw, & Hershfeldt, 2012) where verbal persuasion did not correlate with teacher's self-efficacy growth, both experienced and less experienced teachers in the present study viewed students' verbal feedback as a major yard stick to judge the effectiveness of assessment tools they chose. Students' comments, whether they were positive or negative, acted as a strong determinant of teachers' future assessment practice in terms of task choice and class delivery. It is different from Bandura's (1997) assertion that an individual that is held in high esteem and respected will garner more influence when persuading someone.

Especially, the impact of negative feedback relevant to grades was not limited to the teachers' immediate perceptions of their performance in specific tasks or events. It increased teachers' level of anxiety and hesitancy to take new methods, undermining their discretionary power in assessment. Complaint reports on performance assessment have been widely reported as a contributory factor to holding teachers back in assessment practice in Korea (Lee, 2008; Lee, 2018; Park & Jang, 2016). Teacher participants in the study were consistently exposed to the influence of complaint report from students, their parents and even instructors of private institutes. The stakeholders' sensitive responses to grades hampered the benefits of the interpersonal support of parents or community members teachers can enjoy (Tschannen-Moran & Hoy, 2007). This circumstance imposed constraints on the types of performance assessment teachers adopted, making them opt for less controversial one-shot test. It concurs with Song's (2007) finding that

the frequent use of an EBS listening test and one-shot writing test reflects teachers' efforts to avoid complaint report by increasing test reliability. However, it ultimately decreased teachers' efficacy beliefs in process-oriented performance assessment.

Compared with experienced teachers, early career teachers greatly valued collegial feedback, another component of verbal persuasion, determining a boost or decline in a sense of efficacy. They were more likely to place an evaluative value on fellow teachers' verbal persuasion. Differing effects of collegial persuasion depending on the length of teaching years is also found in Tschannen-Moran and Hoy's work (2007), where verbal persuasion is a more significant source of teacher self-efficacy for novice teachers than for career teachers because "neophyte educators rely heavily on feedback to formulate self-efficacy beliefs" (p. 953). Meanwhile, school leaders such as a principal and a vice-principal were found to have a minimal effect on assessment efficacy. It suggests that they regarded individual teachers as autonomous and independent agents in assessment practice of the subject they teach, providing professional respect and empowerment.

Physiological and emotional arousal was a source of information determining the level of teacher efficacy. It was mostly accompanied by other sources of efficacy information dominantly in reaction to students' verbal and non-verbal responses in the present study.

The study further revealed that the four sources of efficacy information postulated by Bandura (1997) were valid, and there existed five additional sources

of efficacy information, including professional development activities, language proficiency, teacher collegiality, student trait and national college admission policy. They also played significant roles in the formation of teacher efficacy in performance assessment.

Categorized as one of the personal sources, professional development activities were crucial to enhancing teacher efficacy. Increased assessment literacy via professional development activities compensated the perceived low level of efficacy, helping teachers reach the higher level of competence and comfort in the classroom. It is consistent with Guskey's (2000), and Bruce and Ross's (2007) assertion that confidence in implementation of the knowledge gained during staff development seminars was correlated with increased levels of teacher efficacy. Professional development was a key player in helping teachers to acquire the level of ability and skill in classroom practice for them to deliver the educational goods. Many studies also have found that perceptions of instructional efficacy among teachers are affected by greater professional development hours especially during in-service teaching experience (Goddard et al., 2004).

Among professional development activities, a professional learning community (PLC) was found to have more durable effect on acquiring professional expertise than workshops or conference held as an isolated and unsustainable event. A PLC has been proved to promote sustainable professional development in teaching practice and thus improving students' achievement (Darling-Hammond, 1996; Louis & Marks, 1998). There is strong evidence supporting the impact of PLCs and their role on capacity building and teacher

networking practices from more than one school or more than one locale (Lieberman, 1995; Lieberman & Miller, 2011; Stoll, 2009). Especially out-of-school learning community is viewed as an effective platform for those who find it hard to have a site-based teacher team for collaborative learning within their school. In this sense, teachers' support and learning, whether it is inside or outside of school, is critical to teacher efficacy beliefs.

In the study, teacher collegiality, which was interpersonal support formed within school, along with student trait and college admission policy served as social influence for teachers to facilitate their competence in assessment. These three sources were contextually determined according to school setting or educational policy. Being a social agent, individual teachers were heavily affected by socio-political factors in their instruction and assessment. As DuFour (2004) found, teacher collegiality served to build relationships that allowed a teacher to be an essential part of a group, make decisions, and create the success of the group.

In-school collegial support was found to encourage involvement in decision making, new ideas and approaches, cultivating the culture of openness and risk-taking and was an immediate impact on assessment practice and efficacy while a low level of collegial support worked in the opposing direction. Both experienced and less experienced teachers emphasized the importance of in-school collegial relation in terms of adopting alternative assessment methods and building positive efficacy beliefs. It concurs with recent studies, showing that teachers' connections are valuable when the connections occur within their school (Lee et al., 2011; Vavasseur & Kim, 2008) and solid networks within schools contribute

to professional learning and better instructional practice (Sammons, Mujtaba, & Gu, 2007). In-school teacher collegiality has a close link to building an effective school-based PLC, considering that teachers' professional development has been embedded within the daily organization and the routine of the regular practice of teaching.

Another efficacy source was associated with student trait. Students' academic ability (Lee et al., 2011) and attitudinal characteristics, especially sensitivity to grades, differed across schools. It could be influenced by a local instructional context such as demographics of a school district related to their socio-economic background, or gender population in school, such as girls' or co-ed school. Student characteristics affected teacher-student interactions, and teachers' educational decision, shaping how teachers planned and implemented assessment activities.

Interestingly, students' attitudinal responses were interrelated with the national college admission policy. Under the circumstances that school record-focused selection and CSAT-based selection require different focus in terms of strategic preparation, recently revised admission policy which expanded the proportion of CSAT-based selection, can influence the degree of students' class engagement and participation, depending on individual students' strategies. Those who pursue a chance in school record-focused selection will be concerned about their classroom-based performance and they will place more value on performance assessment while applicants who prepare for CSAT will show less interest and involvement in classroom activities. It is in line with Park's (2016) and Lee's

(2018) research in which teachers find some challenges in administering performance assessment in speaking and writing skills because output-oriented competences are not directly associated with college admission process from the perspective of students pursuing a high score in a paper-and-pencil test.

5.2 Interrelated Efficacy Sources and Dynamic Assessment Efficacy

Although each source of efficacy information was classified under each separate category as shown in Figure 5.1, it did not stand independently in its impact on efficacy beliefs. Interplay between each source was examined, indicating that they were closely interrelated, shaping the teachers' sense of assessment efficacy. Most importantly, students were situated at the center of determining teachers' mastery experience, verbal persuasion and emotional arousal with concurrent connections with other sources. Considering that students were at the forefront of daily interpersonal communications that teachers were involved in, they were central to almost all the sources of efficacy information. Colleagues were another major party that teachers interacted with at school, having a great influence on their efficacy beliefs. Direct and strong influences of interactions between a teacher and her students or between a teacher and his or her fellow teachers were presented with a diagram as shown in Figure 5.2.

Teachers' perceptions of their efficacy were contextually situated with multi-dimensional impact at work. In addition to in-class interactions with students, teachers engaged in multiple exchanges with their colleagues, school leaders and students' parents in their school context. These interactions were under

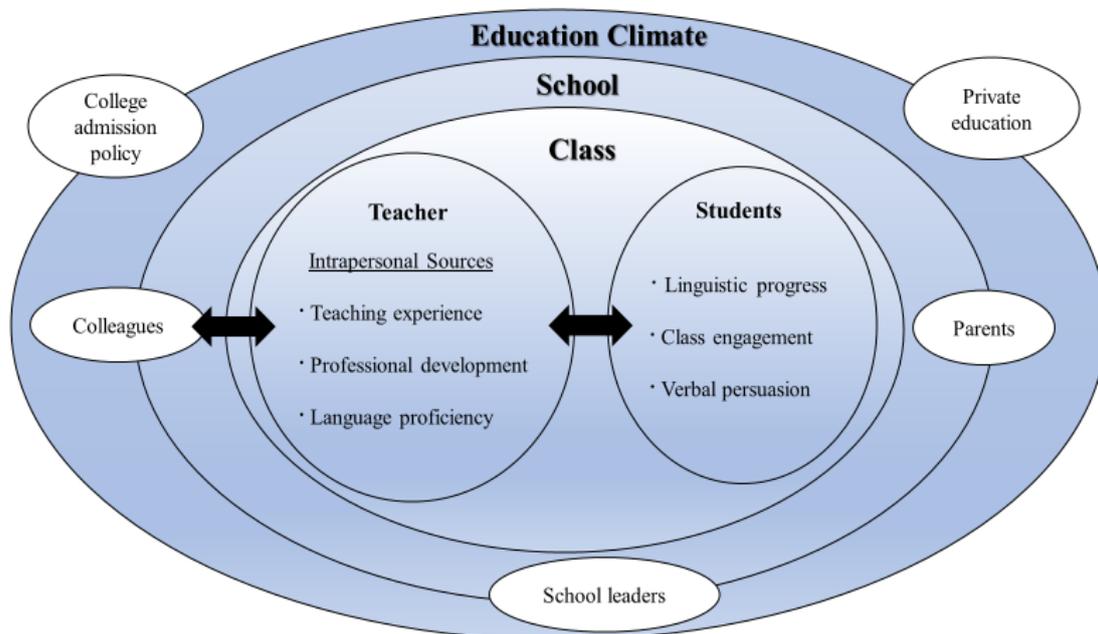


Figure 5.2 Dimension of Interrelated Sources Affecting Dynamic Assessment Efficacy

the influence of national college admission policy and test-driven educational landscape in Korea in a boarder sense. While the relative effectiveness of each source may differ, the interplay between sources and their influences on assessment efficacy were obvious.

Notably, teachers underwent changes in their efficacy beliefs at one point or another over time, indicating that assessment efficacy is not stable but variable and dynamic. Teachers' efficacy strengthened or weakened, influenced by various sources. This dynamic feature of efficacy beliefs regardless of teaching experience somewhat contradicted Tshnannen-Moran et al.'s (1998) work, contending that

teaching experience has a growing effect on efficacy belief over a teacher' career cycle. Experienced teachers may become efficacious as they move along through their career, considering the extensive quantity of experiences and inputs from all the self-efficacy sources during a lengthy teaching career. However, teachers' efficacy beliefs did not simply show a continuous upward curve in the study with time passing. Rather, their dynamic properties constantly took a turn for the better or worse. As such, it is too simplistic to fix them in the consistent predictable patterns.

Chapter 6. Conclusion

This study explored high school English teachers' sources that they relied on to determine their perceived assessment efficacy in Korea. Chapter 6 presents pedagogical implications of the study and suggestions for further studies. Section 6.1 discusses the pedagogical implications. The chapter concludes with the assessment of limitations of the study for further research in Section 6.2.

6.1 Pedagogical Implications

The results of the present study confirmed that teachers constructed their assessment efficacy, based upon the four sources of information postulated by Bandura (1997) and other sources under the contextualized situation in Korean high schools. Some pedagogical implications can be drawn from the results of the study.

First, in-service teacher training program to support continuous professional development of teachers should take the findings of this study into account when planning and designing meaningful and impactful teacher learning programs for practicing teachers. Since the 2015 Revised National English Curriculum was introduced, beginning and in-service teachers have been struggling to meet the different needs of students in their practice of process-oriented performance assessment. When education policy changes, teachers should be trained to familiarize themselves with the revised curriculum, and adequate strategies and techniques they should be equipped with to engage and

manage students in classroom practice through specialized professional development programs. Teachers can reap beneficial gains as they observe effective teaching practice and exchange some strategies and practical tips on actual classroom practice with teacher instructors and teacher trainees. Most importantly, inspiring but not too much overwhelming model practice should be provided in terms of feasibility and practicality to help teachers to emulate the skills, generate positive classroom experience and develop confidence and competence in the process of assessment. Increased assessment literacy through such programs can help teachers reach a high level of competence and comfort in the classroom.

Second, strong collegial support, especially within school, should be provided for teachers to build up a positive sense of self-efficacy in assessment. Teacher collegiality plays a pivotal role in fostering positive environment in which teachers show openness to new approaches or methods to take, actualize teaching practice with concerted efforts, receive emotional support from day-to-day schoolwork. On the other hand, the perceived lack of trust embedded in various interactions among teachers provoked negative emotions and inhibited teachers' perception of successful assessment practice. The newly adopted process-oriented performance assessment requires teachers' consensus-driven collaboration to create effective tools and make persistent efforts to implement them. Besides, teachers need to be emotionally supported with encouragement in the context of Korean high schools where assessment-driven education firmly settles in and exposes teachers to every possible complaint from education stakeholders.

Therefore, solid networks within schools in the form of school-based PLCs should be encouraged and strengthened to help teachers to develop a healthy identity as teacher assessors and receive much-needed emotional support from fellow teachers. This can promote a learning network for frequent exchanges of formal and informal professional support among fellow teachers, and naturally establish mentor-mentee relationships between beginning and experienced teachers. With the support of fellow teachers to deal with stress in a positive working climate, teachers can better recognize and process emotional arousal in a manner that will help develop their efficacy.

6.2 Limitations and Suggestions for Further Research

There are a few limitations in the present study. First, it lacks generalizability since this study was of qualitative nature with a small sample size. Taking research approach of a multiple case study, the researcher explored teachers' efficacy sources from different teachers. However, the applicability of the findings is limited, considering teacher efficacy is domain-specific and contextually situated. The implications may differ in different subjects and educational context of each school.

Second, this study relied on self-reported data: (1) interview, and (2) teacher journal. It was hard to verify participant teachers' cognition and behaviors in a naturalistic setting and obtain valid information without being missed out. There were possible situations where participants in the study were not able to remember past events or were not comfortable to disclose certain personal

information. Observation could be additionally used as a useful tool to collect efficacy-relevant information and verify it.

Therefore, further research is suggested with more refined design by observing teachers' assessment practice to strengthen self-reported data and discover new information.

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APPENDIX 1. Interview Questions

1. 선생님은 과정중심 수행평가를 잘 이해하고 계십니까?
2. 선생님은 과정중심 영어수행평가를 이해하는 데서 나아가 실제로 계획하고 실시하는 데 자신이 있으십니까? 그렇게 생각하는 이유는 무엇입니까? 잘 할 수 있는 혹은 잘 할 수 없는 이유는 무엇입니까?
3. 수행평가에 대한 교사의 자신감이 실제 수행평가를 계획하고 실시하는데 어떻게 영향을 미친다고 생각하십니까? 현재 수행평가 계획안에도 반영이 되었다고 생각하십니까?
4. 4 skill 측면에서 선생님께서 특별히 자신이 있는 수행평가 영역과 그 이유는 무엇입니까?
5. 4 skill 측면에서 선생님께서 자신감 있게 시행하기 어려운 수행평가 영역과 그 이유는 무엇입니까?
6. 선생님은 매년, 그리고 매 학교 다른 학생의 수준과 가르치는 내용에 따라 (말하기, 듣기, 읽기, 쓰기 등 기능별로) 적절한 수행평가 도구를 선택하여 실시할 수 있다고 생각하십니까?
7. 선생님이 고안해서 실시하는 영어수행평가를 통해서 학생들의 말하기, 듣기, 읽기, 쓰기 능력이 향상되고 있다고 생각하십니까?
8. 선생님이 실시하는 영어수행평가를 통해서 학생들의 영어 흥미도와 수업 참여도가 높아지고 있다고 생각하십니까?
9. 선생님은 영어수행평가를 시행하는 동안 시간(time management) 및 교실 상황(classroom management) 등을 어려움 없이 통제할 수 있으십니까?

10. 학생들의 수행에 대하여 평가기준을 작성하고 성취수준에 맞춰 공정하게 점수를 부여하는 데 자신감이 있으십니까?
11. 영어수행평가를 실시하면서 학생들에게 개별적으로 필요한 피드백을 적절하게 제공하여 학생의 성장에 도움을 주고 있다고 생각하십니까?
12. 지금까지 실시해 본 영어 수행평가 중 만족했던 경험 혹은 불만족스러웠던 경험은 어떤 것이 있습니까?
13. 영어수행평가를 계획하고 실시할 때 상황과 여건이 선생님의 의도대로 진행이 됩니까? 선생님은 어떤 경험을 하십니까?
14. 어떤 경우에 영어 수행평가를 성공 혹은 실패했다는 생각을 하게 됩니까?
15. 이러한 영어 수행평가의 성공, 혹은 실패의 경험이 앞으로의 수행평가와 관련된 의사결정에 어떤 영향을 미친다고 생각하십니까?
16. 영어수행평가를 효과적으로 잘 실행하고 있는 다른 교사들의 수업을 참관하거나 연수를 통해 모델이 될 만한 평가를 접할 때 어떤 생각이 드십니까?
17. 선생님의 영어수행평가에 대해 학생들에게 어떤 평가나 피드백을 받아 보셨습니까?
18. 선생님의 영어수행평가에 대해 동료교사에게 어떤 평가나 피드백을 받아 보셨습니까?
19. 선생님의 영어수행평가에 대해 학부모나 관리자들에게 어떤 평가나 피드백을 받아 보셨습니까?

20. 영어수행평가를 실시할 때, 자주 느끼는 선생님의 개인적 감정 (행복감, 만족감, 긴장감, 걱정, 짜증 등)이나 생리적인 상태(피곤함, 고통)가 있습니까?
21. 영어수행평가를 실시하는 평가자로서 자신감을 가장 높여주는 요인은 무엇이라고 생각하십니까? 언제 자신감을 가장 느끼시나요?
22. 그 외에도 자신 있게 영어수행평가를 실시할 수 있도록 도움이 되는 긍정적인 요인(상황)들이 있습니까?
23. 자신 있게 영어수행평가를 실시할 수 있도록 하는데 어려움을 주는 요인(상황)들이 있습니까? 언제 자신감 및 동기가 가장 상실되나요?
24. 과정중심 수행평가가 필요하다고 생각하십니까? 개인적으로 평가 효능감을 높이기 위해 무엇이 가장 도움이 된다고 생각하십니까?

(2차 인터뷰 추가 질문)

25. 3개월간 교사저널을 작성해본 경험은 어떠했습니까?
26. 교사저널을 통한 자기 성찰이 영어수행평가 효능감과 효능감 형성 요소, 혹은 실제 수행평가실시에 어떠한 영향을 끼쳤습니까?

APPENDIX 2. Teacher Journal Form

√ Week 1

Entry	1

Entry	2

√ Week 2

Entry	3

Entry	4

국 문 초 록

한국의 중고등 학교에서 대안 평가의 중요성이 대두되면서 수행평가의 역할이 강조되어 왔다. 특히 2018 년에 도입된 2015 개정 교육과정은 수업-평가의 통합을 통한 학생중심 수업, 과정중심 평가를 강조하고 있다. 교사의 평가 효능감이 효과적인 수행평가를 실시하는데 영향을 미친다는 점에서 학생의 성장 과정을 평가하는 교사의 능력과 자신감이 중요시될 수밖에 없다.

이 사례연구의 목적은 EFL 상황의 한국 고등학교 영어교사가 평가 효능감을 형성해 가는 과정에서 어떤 요인들이 영향을 미치는 지를 탐색하는 것이다. 이를 통해서 교사가 영어 수행평가를 효과적으로 실시할 수 있도록 어떻게 도울 수 있는지에 대해 고찰해 보고자 한다. 이를 위해 한국의 고등학교 영어 교사들이 수행평가 효능감을 형성해 갈 때 어떠한 요인들의 영향을 받는가에 대한 연구 질문을 가지고 본 연구가 진행되었다.

6 명의 고등학교 영어 교사가 자발적으로 연구에 참여하였으며 그 중 3 명은 5 년 미만의 저 경력 교사이고 3 명은 10 년 이상의 고 경력 교사이다. 연구 질문을 탐색하기 위해서 두 차례의 인터뷰를 실시하였고 연구 참여 교사들은 3 개월 동안 일주일에 한 번씩 교사 일지를 작성하면서 수업 중 혹은 수업 외 수행평가와 관련된 경험과 이슈들에 대해서 스스로를 성찰하였다.

연구 결과는 다음과 같다. 교사의 평가 효능감은 반두라가 제시한 4 가지 요인 즉, 성취경험, 언어적 설득, 대리 경험, 정서적 각성 외에도 5 가지 추가적인 요인들에 의해 영향을 받으며 형성되어 갔다. 추가적인

요인은 크게 두 가지, 즉 상황에 영향을 받지 않는 교사 개인적인 요인과 상황적인 요인으로 나타났다. 교사 개인적인 요인으로 자기 연찬과 언어능력이, 상황적인 요인으로 동료성, 학생특성, 국가의 대입정책이 평가 효능감에 영향을 주는 것으로 드러났다. 각각의 요인들이 평가 효능감에 미치는 상대적 효과는 다를 수 있지만, 각 요인들이 밀접하게 연관되어 평가 효능감에 영향을 미치는 것을 알 수 있었다. 주목할 만한 것은, 경력과 상관없이 교사의 평가 효능감은 일정하게 유지되는 것이 아니라 다양한 요인들의 영향으로 지속적인 변화를 보여주는 역동성을 가지고 있다는 점이었다.

본 연구는 연구 대상이 소수이며 방법적 측면에서 일부 한계가 있지만 교사의 평가 효능감이 가지는 역동성을 이해하고, EFL 상황의 한국 고등학교 교사의 평가 효능감을 높이는데 영향을 미치는 여러가지 요인들을 깊이 있게 살펴봄으로써 영어교사가 수행평가를 효과적으로 실시하기 위해 어떻게 평가 효능감을 높일 수 있는지에 대한 통찰을 제시하는 데 도움이 될 것이다.

주요어 : 교사 효능감, 효능감, 효능감의 요인, 평가 효능감, 수행평가, 외국어 평가, 사례연구

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