Modelling Generative Learning Strategies in Formative Assessments for Preservice Teachers

Malka Wickramasinghe
Mahaweli National College of Education-University of Colombo
(Faculty of Graduate Studies)
malkawickramasinghe@mahawelincoe.edu.lk

Abstract: *This research aimed to analyze the assessment practices of novice teacher educators in initial teacher education to examine whether they incorporate generative learning strategies in their formative assessments to promote the lifelong learning skills of prospective teachers. Moreover, it further analyses how their assessment process provides generative skills to the preservice teachers to effectively assess their students in classrooms and that the preservice teachers become effective learners who design their learning trajectories to be competent practitioners. The study adopted a qualitative approach, employing multiple case study methodologies in the research design. The sample comprised twelve novice teacher educators from four National Colleges of Education, where professional preservice teacher training is conducted in Teaching English as a Second Language. The results showed that these novice teacher educators implement assessments that improve more productive skills than the generative skills of preservice teachers. It was revealed that the assessment tasks promote teacher learning yet lack the drive required to induce change in the preservice teachers' practice protocol. The study portrays the effectiveness of generative rather than productive skills that novice teacher educators should incorporate in their classroom assessments.*
Keywords: initial teacher education, novice teacher educators, formative assessments, sustainable pedagogical practices, generative skills, generative learning strategies

INTRODUCTION

Many educators attempt to encourage teachers to implement Assessment for Learning (AfL) (DeLuca, Chapman-Chin, & Klinger, 2019) in their teaching and learning process. The assessment for Learning concept derives from formative assessments and the use of many other types of formative assessments has become prominent since 1998 Black & Wiliam's ground-breaking review paper on formative assessments in the

classroom. However, a dearth of empirical research evidence indicates teacher's learning and subsequent adaptation of protocol of practice with "a conceptual change" (DeLuca et al., 2019, p. 268) that leads to effective implementation of formative assessments within the learning process. Sadler (1989) points out that the best practices in teaching and learning methodology should begin in Methodology courses in initial teacher education (ITE) as prospective teachers transform their beliefs and conceptualize initial perceptions on designing pedagogical practices during their teacher education programs. Blume (1971, p. 588), as cited in (Korthagen, 2007), declares that "teachers teach as they are taught and not as they are taught to teach". Therefore, conceptual changes expected in pedagogical practices among preservice teachers need to be initiated by the teacher educators involved in teaching practicum, education practicum, and methodology areas in initial teacher education courses. Their efforts in modelling sustainable pedagogical practices with effective assessment approaches induce preservice teachers' learning to teach. Thereby, the role of the teacher educator, who models exemplary pedagogical practices for the preservice teachers to be guided by, would allow the uptake of the desired change in the system.

Background to the Study
There are speculations on whether or not the generations of teachers who are recruits of preservice teacher training are accountable for their pedagogical practices in increasing the learning achievement of their students in the ELT classrooms, which are currently at stake. Alternatively, has it been the teacher educators' responsibility in the pedagogical practices of the PSTs in the ITE courses to guide them to be members of a community of practice (Wenger, 2000) who strive towards increasing English language proficiency? These speculations have set the background to the current study and the analysis of the responses of the survey questionnaire and the themes identified in the semi-structured interviews aim at contributing new knowledge to the scant amount of empirical research literature in the current ESL initial teacher education.

In fact, end-point testing occurs in many educational contexts, and learners have lasting impressions when facing examinations at the end of their learning process rather than assessment tasks that improve their ongoing learning. For preservice teachers, their initial teacher education course is the final stage of professional learning, if they do not opt for higher education. However, for some prospective teachers, this is the onset of their higher educational opportunities. The primacy of summative evaluation in their initial teacher education courses is instilled in the minds of the PSTs, and the same practice will continue in their classrooms. Therefore, it is vital that teacher educators model best classroom practices in their initial teacher training courses.

Purpose of the Study
The purpose of this study is to analyse novice teacher educators' attempts at utilizing generative learning strategies in the assessment context of initial teacher education. In addition, an analysis of their knowledge continuum that facilitates pedagogical practices and incorporates assessment for learning (AfL) (Mumm, Karm, & Remmik, 2016) promoting sustainable assessment practices will also be done. The findings of this study have implications on how to design induction programs and professional

development programs for novice teacher educators in initial teacher education and to analyse the areas that are overlooked in facilitating and creating the professional development trajectory of the preservice teachers (PSTs). Although this paper uses a Sri Lankan context to discuss the issues and challenges of the quality of the pedagogical practices, the sheer lack of dissemination of best practices and attempts at modelling in the implementation of formative assessments in language teacher education by novice teacher educators, it has transcending value to initial teacher education contexts around the world.

LITERATURE REVIEW

Empirical and theoretical research literature indicates that assessment and evaluation are instrumental in the process of designing instructional strategies to gather evidence on the effectiveness of the teaching and learning tasks wherein lies the achievement of the intended learning outcomes. During the learning process that takes place in the classroom, teachers encompass feed-up, feedback, and feedforward (Carless, Salter, Yang, & Lam, 2011) to scaffold students during various stages of the lesson. Any teaching and learning cycle begins with the feed-up process (Farrell & Ives, 2014), which indicates the teachers' contribution to establishing the meaning of the lesson's content. Following this process, the learners are provided with feedback (Ketabi & Ketabi, 2014) during activities to understand their level of achievement against the standard expected. The learners are expected to proceed with their learning tasks using feedback, while teachers make use of this feedback to initiate, adapt, and adopt changes to their instructional strategies. The provision of feed forward intends to promote further learning using different strategies (Ko, 2019) that are customized to suit individual learner needs.

Despite integrating these vital components within their pedagogical practices (DeLuca et al., 2019) practitioners are more likely to resort to evaluating learners at the end of the learning process. These end-point tests (Schmier, 2019) promote learning the content at the end of the teaching process, as a response to the teaching process or to prepare for an upcoming test which is less likely to provide effective feedback for improvement of learning (Carless & Boud, 2018). An abundance of empirical and theoretical studies on learning oriented assessments show the 'wash-back' effect (Biggs & Tang, 2011; Boud & Soler, 2015) of these end-point tests and their affinity to grading and certification to confirm learners' performance than ongoing learning achievement. As a result, the learners resort to a surface approach to learning through rote learning (Boud & Soler, 2015), as mastery of the enormous volume of subject content is the prime target before the final evaluation. For all educators involved in teaching tasks this whole process is commonplace unless generative skills are integrated into assessment tasks. Learners often reproduce the content in tests, particularly when based on lower cognitive skills than higher cognitive skills, which require generative skills. Often, disengagement could be observed between what is being taught and, as a result, what skills students have gained, especially in contexts where generative learning strategies are less common during the teaching-learning process. This vicious cycle continues to

occur in any educational context where the final competitive evaluation decides the attainment level of the learners.

Assessments and Effective Learning

Theoretically, formative assessments are tasks that contribute to improving the learning of the students. They provide the teachers with feedback for designing the next step of their lessons and remedial measures for learners. According to Wiliam *, Lee, Harrison, and Black (2010), modern-day learners pay less interest in classroom tasks that do not offer them a grade or a mark. As a result, educators have adapted the formative assessment practices with formal formative assessments (Wiliam & Thompson, 2017) which offer grades or marks for their learning achievement.

Teachers use multiple ways to understand how students learn concepts, develop understanding, and apply the learned concepts in different contexts using a variety of modes. Among them, formative assessments comprise tasks that are designed to gather information on how to improve their ongoing learning (Barnes, Fives, & Dacey, 2017). Teachers make use of this information about student learning in terms of their level of understanding, the extent to which the students have achieved the standard expected, and whether or not they are ready for the next stage of learning. While this information is beneficial for the teacher, it gathers momentum on their accomplishment as a teacher and further elucidates the teacher on the effectiveness of one's techniques, strategies, and methods of teaching. With experience, the teachers sense the effectiveness of their teaching by the responses of the students while learning is in progress (Black & Wiliam, 2010).

Moreover, formative assessments are crucial in giving students feedback on the level they have achieved during the learning process. More often than not, the students are motivated to achieve the next level of learning upon the realization of what they are capable of doing. However, the learners often are less likely to engage in a self-analysis of this nature unless the teachers highlight the intended learning outcomes and expected standard of the response before an activity or an assessment. Shared knowledge of the criteria for assessment (DeLuca et al., 2019) and the expected standard are essential elements of formative assessments. However, teachers tend to neglect them very often, not knowing the effect such information can have on the achievement of intended learning outcomes (Box, Skoog, & Dabbs, 2015). Most importantly, formative assessments are identified as a means to fill the difference that exists between the learner's present level and anticipated level of learning (Yan et al., 2021) and take the learner to the next level of achievement. Research literature on student learning highlights the positive impact of assessment of ongoing learning on increasing the learning achievement of the students (Andersson & Palm, 2017).

Instructional Strategies in Formative Assessments.

Different instructional strategies that are utilized in formative assessment contexts provide opportunities for the learners to engage in deep learning (Boud & Soler, 2015) that sustains ongoing learning (Boud & Falchikov, 2006). Practitioners can reap the benefits of formative assessments and their prowess in strengthening content mastery

by simply using these strategies in their classroom activities. In the instructional design process, the practitioners utilize different techniques to recognize the level of understanding and the achievement of the stipulated standards. Among these techniques, informal formative assessments (Black & Wiliam, 2006) are the classroom tasks that generate interactions, discussions, and formative feedback (Carless & Boud, 2018) based on the questions, learning difficulties, and answers students and teachers generate in response to the task. During the implementation of these classroom tasks, these are unplanned situations, yet teachers instantaneously tackle them based on their tacit knowledge and experience. These informal formative assessments (Carless, 2014) comprise of discussions among peers, and student-teacher interactions, which require the teacher's formative feedback. As the "knowledgeable other, the teacher guides the learners to succeed in their endeavors and reach the next level of their zone of proximal development"(Vygotsky, 1980). Different types of questions used during informal formative assessments effectively maintain the required interaction between the practitioner and the learner during the teaching and learning process. These questions are primarily unplanned yet are embedded in the process of pedagogical practices as informal formative assessments (Black & Wiliam, 2006) and mainly are of two folds: convergent questions and divergent questions (Pryor & Crossouard, 2008).

Convergent questions direct the learners to think along the same line of the content specified by the practitioner with more emphasis on establishing what is already covered with more practice. Divergent questions are more diverse and allow the learners to think beyond the learned content and critically think about the relevance and applicability of the content to other situations. However, a single use of one specific pattern of questions and related activities is less likely to provide the learners with the required amount of practice to use the learned concepts in a wide scope of subjects. As specified by Pryor and Crossouard (2008), teachers need to integrate both convergent and divergent types of questions and activities in order to provide greater benefits of the teaching and the learning process.

Generative Learning Strategies
Similarly, generative learning strategies (Brod, 2020) that are used in assessment tasks provide the learners with generative skills as opposed to productive skills (Allert, Richter, & Nejdl, 2004). Generative Learning Strategies (GLS) promote the learning abilities of students, for example, generating concept maps and explanations, predictions, and questions and answers (Brod, 2020). According to Wilhelm-Chapin and Koszalka (2016), generative learning theory helps facilitate deep learning using two strategies: Coding strategies, through which learners draw connections among various attributes of learned or new content and Integration strategies, where learning occurs as a result of the relationship of new learning to previous learning. Coding strategies make use of note-taking, questions, underlining, organizational headings, concept maps, and graphic organizers as avenues to create relationships among various attributes of the content whereas Integration strategies make use of elaborations, imaging, interpretations, analogies, and summaries (Wilhelm-Chapin & Koszalka, 2016). These strategies enhance comprehension of new content and enable the learners to create new knowledge. According to Allert et al. (2004), generative skills provide

learners with abilities required for their future careers. It is generally known that the concept of generative skills is akin to critical thinking and problem-solving, which are higher-order thinking skills required to be used in precise and analytical report writing, summary writing, and preparing mind maps and concept maps.

Generative skills through Formative Assessments

Generative learning strategies (Brod, 2020) used in formative assessment tasks provide learners with generative skills instead of productive skills (Allert et al., 2004). Generative learning strategies of this nature promote students' learning abilities, for example, generating concept maps and explanations, predictions, and questions and answers (Brod, 2020). Coding strategies draw connections among various attributes of learned or new content, and integration strategies create a relationship between new learning and previous learning. Coding strategies integrated within formative assessments involve the learners in note-taking, questions, underlining, creating organizational headings, concept maps, and graphic organizers as avenues to create relationships among various attributes of the content. Integration strategies embedded in formative assessments can promote the use of elaborations, imaging, interpretations, analogies, and summaries (Wilhelm-Chapin & Koszalka, 2016). These strategies enhance comprehension of new content and enable the learners to create new knowledge. The synergy between the generative learning strategies and formative assessments at the classroom level guarantees an increase in the learning achievement of students. This could be done by designing formative assessments that incorporate generative learning strategies to facilitate comprehension of new content and assess ongoing learning (Barnes, Fives, & Dacey, 2017).

Complexity Theory

According to Martin and Dismuke (2017), activities in a classroom context are the central focus of the interaction that occurs in the teaching and learning process. When several learners are involved in the learning process, diverse aspects of teaching and the resultant classroom activities undoubtedly become complex. Added to that are the teaching and learning activities designed based on the framework of national policies, departmental regulations, and final summative assessment protocols, which make the teachers' pedagogical practices complex, albeit the aforementioned complex networks influence these pedagogical decisions of teachers. This complex system ultimately decides what is 'taught and learned', why it is taught and learned, and how it is taught and learned within the social atmosphere (Davis & Samara, 2006) of the classroom. In this context, a powerful combination of teachers' subject knowledge and pedagogy may decide the effectiveness of teaching, learning, and assessment. During this process, to make knowledge understandable and teachable to students, teachers "transform knowledge into forms of representations, analogies, illustrations, examples, explanations and demonstrations" (Shulman, 1987, p. 8).

Concepts and variables relevant to the theoretical framework

The main element under concern in this research study is the knowledge base of novice teacher educators. Many researchers have pointed out that the preparation of teachers

of high quality depends on the high quality of the teacher preparation programs and the teacher educators involved in the teacher education task. There is a scant amount of research on the orientation of novice teacher educators and analyzing their professional development needs at the onset of their professional journey from teacher to teacher educator. As Goodwin and Kosnik (2013) stipulated that the journey from teacher to teacher educator is not simple.

Teacher knowledge and Competence

According to the Complexity theory, teaching, learning, and activities within a classroom context are a continuum. In that context, the teachers' knowledge is vital in making effective pedagogical practices. However, theoretical knowledge with competence comprised of knowledge, skills, and attitudes with practice is vital to make the whole teaching and learning process comprehensive (Figure 01). However, when practitioners engage in educational practices to build up learners' knowledge, they improve their professional repertoire. Thus, it could be reiterated that the teachers need to practice with knowledge that illuminates their pedagogy. However, the novice teacher educators' unforeseeable lack of assessment literacy (DeLuca et al., 2019), which may have trailed down from their own preservice educational assessment experience or their prior learning and evaluation experiences at school (Crichton & McDaid, 2016), influences the current vicious practice of teaching to the test (TtT) (Boud & Falchikov, 2007) of teachers and 'Learning for the Test'(LfT) phenomenon of the learners. As a result, the achievement of essential competencies in learning that are stipulated in the curriculum would not be accomplished and the learners' overall level of scholarship would be downgraded in the long run.
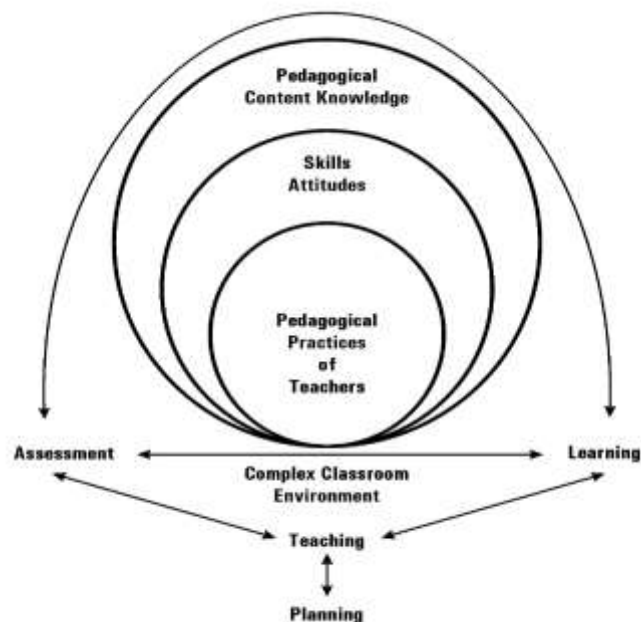

Figure 1: Theoretical framework on the interconnection of the novice teacher educator's teaching, learning, and assessment tasks in the complex classroom environment

Further, Zeichner, Payne, and Brayko (2015) reveal that teacher educators need to be accomplished through the use of different instructional strategies such as action research, ethnography, narrative inquiry, teaching portfolios, mentoring skills, and organizing clinical experiences. In addition, the scholarship of teacher educators requires one to be submerged in the professional tasks inherent in the portfolio, for example, the opportunities provided for them to conduct seminars, workshops, and clinical supervision tasks (Zeichner et al., 2015).

According to the information processing view of teacher thinking (Freeman & Johnson, 1998), knowledge includes the teacher's thoughts and what is going on in their cognition. This trail of thinking and reasoning can be shaped or caused to improve through the input of new ideas and practices thus in the reasoned causality framework (Freeman, 2020), it is assumed that the more we train teachers through the information we give them about theory and successful classroom routines, the better they will teach. Moreover, once their teaching is informed with reasoning, the teacher is a thoughtful decision-maker and a user of informed techniques. Similarly, professional learning influences teachers' teaching, and teaching influences student learning. This is achieved through better training provided on how to use different pedagogical approaches, strategies, and techniques which ultimately results in better student outcomes.

Nevertheless, these experienced secondary teachers had been engaging in professional training to teach students in schools prior to their recruitment as novice teacher educators. They are yet to be competent in adult teaching methodology and must obtain further experience in Teacher Education (Leung 2009 as cited in Richards, 2010, p. 79). During this process, teacher educators need to understand that the relationship between teaching and learning primarily uses physical and conceptual tools. These tools and techniques enable the activity of the classroom to complete the process of understanding content through classroom activities that direct student learning and this whole process is guided by the teacher through their prior learning experiences. The teachers are involved in thinking during their teaching and learning process, which drives them to come up with questions during the activity (Freeman & Johnson, 1998, p. 80). Further, by examining the nature of activity in language teaching and learning and how different activities are used in language classrooms analyzes the connection that exists between the teachers' knowledge and what students are capable of doing. On the same note, these activities and the nature of the feedback reflect the teachers' professional learning and the level of teacher knowledge. Some teachers create actions within the language classroom that reflect their philosophies or approaches to how teaching and learning are organized to one another. According to Freeman (2020), some teachers opt for an inductive approach to teaching and allow the learners to actively contribute to the process, while some teach deductively by transmitting knowledge to the learners. This is in connection with how the teachers have experienced learning, and that experience directly influences their students' learning.

Rationale

Currently, stakeholders in many educational contexts seem to have developed an affinity to summative forms of evaluation, which ousted the benefits derive from ongoing learning assessment. During the two-year teacher training period the preservice teachers are provided with many aspects of professional development yet limited practical experiences on formative assessments, assessment literacy and orientation to the use of formative assessment tools and activities which are prerequisites to the effective designing and implementation of formative assessments. Moreover, the stronghold of the policy decisions that favour summative assessments hinders the value of the use of formative assessments and the teacher's efforts at improving ongoing learning achievement through assessments.

The role of the teacher educators is to provide Pre Service Teachers (PSTs) with subject knowledge as per their course requirements and showcase the use of assessment tasks that provide the PSTs with generative skills that make them effective teachers in 21st-century classrooms. This is paramount in the teacher education context, as the prospective teachers in initial teacher education directly step into the teaching career, and they need to be accomplished assessors and lifelong learners, unlike many other learners who are engaged in higher education and opt for different career paths in their future.

However, preparing preservice teachers (PSTs) to be effective in their classrooms seems to get increasingly complex; the link between the effect of teacher education programs and the teachers' eventual practices has been minimally represented in academic literature in initial teacher education contexts. Many researchers in international teacher education contexts have pointed out that the instructional strategies used by novice teachers are less likely to be effective in achieving intended learning outcomes and have implications for teacher education programs and the pedagogical practices of teacher educators (Bailey & Carroll, 2015).

The following research questions guided the research:

(1) How do novice teacher educators implement formative assessments during their pedagogical practices?

(2) To what extent do the formative assessments designed by the novice teacher educators provide generative skills to the preservice teachers?

METHODOLOGY

Sample

The total population of the study is 37 teacher educators who are newly recruited to the cadre of teacher educators and given appointments to teach English and English medium subjects in preservice teacher training courses in the National Colleges of Education (NCoEs) in 2018. The 12 participant novice teacher educators in this study had been experienced teachers of English and at the time of recruitment to ITE, 03 of them had been serving as Assistant Principals in government schools. The purposive

sampling method was used to select the participants for the research study applying the snowballing sampling technique (Cohen, Manion, & Morrison, 2011). The sample of teacher educators reported that they engage in teaching professional subjects in the major Teaching English as a Second Language course. The responses of a few teacher educators who teach only General English in different ITE programs were not considered for the analysis of the responses.

Instruments

A survey questionnaire is designed to capture novice teacher educators' current understanding of classroom assessments and activities. This questionnaire is adapted from a previous study conducted by Dayal and Lingam (2015) on Fijian Teachers' conceptions of assessments. Further, this survey questionnaire is undertaken to gather more data on their perceptions of the purposes of designing classroom assessments. The survey questionnaire prepared using Google Forms is shared online via the WhatsApp social media groups in their particular colleges, with prior permission from the respective Heads of the Departments of the four colleges. Subsequently, upon their consent, a few novice teacher educators were selected for semi-structured interviews. These semi-structured interviews explored the generative skills the teacher educators provide the PSTs through classroom activities and assessment tasks. The subsequent interview responses were particularly analysed to gather information on how they incorporate classroom assessments in their instructional strategies.

RESULTS

In analysing the novice teacher educators' attempts at utilizing generative learning strategies in the initial teacher education assessment context, it was revealed that they assess the preservice teachers based on what is taught.

Table 01: Perceptions of Novice Teacher Educators on Purposes of Assessments

Purpose of classroom assessments	
for the learner	**for the teacher**
-to measure the extent to which the PSTs have mastered the learned concepts	-plan future teaching and learning tasks, and scaffold student learning
-to identify the problems faced by the learners and design remedial measures,	-assessments helped them to obtain feedback on the level of understanding of the learners
-assessments help the learners maintain their achievement at an optimum level	-assessment process informed them about the learners' progress
-providing opportunities to acquire the minimum competency level	

-assessments enable them to judge learning progress regarding the learners' strengths and weaknesses	-assess the preservice teachers based on what is taught
-to evaluate the extent to which PSTs can provide answers to questions on the learned content	-assessment tasks mainly serve the purpose of checking their level of achievement

Their assessment tasks mainly serve the purpose of checking their level of achievement, and some of them declared that the assessment process informed them about the learners' progress, which the educators can use to design remedial measures. In addition, a few participant novice teacher educators revealed that the assessments helped them to obtain feedback on the level of understanding of the learners and to allocate marks that serve administrative purposes. Moreover, many agreed that assessments enable them to judge learning progress regarding the prospective teachers' strengths and weaknesses. Further, these novice teacher educators elucidated that assessments help the learners maintain their achievement at an optimum level while providing opportunities to acquire the minimum competency level. These responses of novice teacher educators showcase their understanding of the purposes of assessments and how they serve the program goals. On the one hand, they serve the teacher educators themselves to identify the problems faced by the learners and design remedial measures, plan future teaching and learning tasks, and scaffold student learning. On the other, they serve accountability purposes, allow for self-reflection, and improve the quality of the teaching of the teacher educators themselves.

However, most of their assessment tasks are designed to evaluate the extent to which the prospective teachers can provide answers to questions based on the learned content. Preparing multimedia presentations has been a popular task, and the prospective teachers worked in groups. The prospective teachers often have worked cooperatively to earn the allotted marks by presenting their content area well. The teacher educators have given topics for presentations by dividing the content area into subtopics. These teacher educators have seen that the PSTs show the least interest in understanding areas other than theirs and how their content area fits into the bigger picture. Ultimately, the teacher educators have found that the PSTs do not entirely understand the content area and resort to accumulating notes and rote learning.

One novice teacher educator expressed concern over the lack of effort put in by the preservice teachers to understand the complex content of their subject and retorted that the preservice teachers prefer the deductive approach to teaching. To promote self-learning among the PSTs, they have initiated a strategy of 'teaching- the-classmates' that should be organized by the individual members of the classes and have further promoted a question-and-answer strategy to make them rehearse the content.

Reflections on the Use of Key Elements of Formative Assessments
Most novice teacher educators in the research study believe that the assessment tasks should be designed on what is taught to measure the extent to which the prospective

teachers have mastered the learned concepts. A few of them believe that assessment tasks should be designed on what is useful for the future career of the prospective teachers. According to Dayal and Lingam (2015), when educators employ different tasks to measure the students' learned content, the testing instrument serves the purpose of a tool, and simply the task indicates the level of learning. However, the assessments serve a greater purpose when the educators use the assessment tasks to provide skills required for the student's future careers. The prospective teachers need to accomplish many sustainable professional skills, as they are required to perform the tasks of a teacher, among which 'learning to learn and learning to assess' (Boud, 2000) is considered paramount. In this context, teacher educators must design their pedagogical practices and assessment and evaluation tasks that enable prospective teachers with such skills to sustain themselves in the teaching profession confidently.

Table 2: Types of assessments implemented & their productive or generative nature

Types of assessments designed	Nature of the assessment task productive/generative
report writing	productive & generative
quizzes	productive
Mind maps	generative
multimedia presentations	productive & generative
Q & A session	productive
teaching the classmates	generative

Most of the novice teacher educators in this research study have used report writing as an assessment yet those reports merely produced what they learned in the lessons, critical analysis of the concepts learned was rare. Quizzes on the learned subject matter were a common type of classroom assessment. Mind maps on a unit of a subject were used by a few teacher educators. The most common form of classroom assessment was multimedia presentations done in groups. According to the participant novice teacher educators, these presentations provide prospective teachers with presentation skills, yet most of them have reproduced what they learned during the classes and some of the prospective teachers have suffered during the presentation of vital information with clarity due to their low proficiency level in the English language. As a result, they resort to rote learning of the subject content to obtain marks for the assignment and later on for the summative examination, perhaps not having reached the required level of proficiency by the end of the initial teacher training.

DISCUSSION

Teacher education comprises a specific knowledge construct based on the findings of research, theories, and shared experiences of teacher educators. Three categories of knowledge sources are delineated as necessary in teacher education contexts: teacher

education, teacher training, and teacher development (Tarone & Allwright, 2005), which aim at knowledge in different foci regarding how teachers gather it.

Teacher education is concerned with imparting the continuum of knowledge, skills, and attitudes with practice to prospective teachers to be aware of how learners engage in learning (Freeman, 2020), albeit second language learning. Pedagogical content knowledge (PCK) (Shulman, 1987) that PSTs gain during initial teacher education establishes itself with the years of experience in teaching and professional development they obtain during their teaching career. The experienced teachers gather momentum on teaching at the secondary or tertiary level yet bear a minimal understanding of the repertoire of teacher educators unless they have been mentors or principal teachers to novice teachers. This is the gap that requires to be filled during an induction given to a teacher educator because novice teacher educators switch between the teacher-self and teacher-educator-self during their initial years of being a teacher educator (Dinkelman, Margolis, & Sikkenga, 2006; Lunenberg, Korthagen, & Swennen, 2007; Wood & Borg, 2010). Consequently, the pedagogical practices of novice teacher educators are overshadowed by the semi-teacher pedagogical decisions which were elucidated in this research study thus lack momentum that suits teacher education. Furthermore, these novice teacher educators overlook inherent features in teacher education, evidencing their slow integration into the field with experience (Liu, 2013). The knowledge of language teaching and learning comprises the base of teacher education in the context of English language teaching (ELT), which expands the repertoire of a teacher educator. The initial teacher education courses usually design their programs, including this foundational knowledge of content to guide the preservice teachers with techniques and strategies to use the tools of the trade, which results in better student learning outcomes (Hunter, 1982). Accordingly, the teacher educators' knowledge of the purpose and the necessity of implementing different assessments and how they incorporate these essential elements in their pedagogical practices. This has strongly indicated whether or not teacher educators model their pedagogical practices. Further, the researchers in the field of teacher education claim that without continuous professional development, teacher educators are less likely to model these sustainable features in their pedagogical practices. Moreover, they would resort to the summative assessment protocols that dominate their current practices, ultimately influencing the preservice teachers' pedagogical practices.

Implication to Research and Practice

Based on the findings, it could be reiterated that novice participant teacher educators incorporate classroom assessment strategies that provide generative skills for PSTs to a lesser extent. Despite the positive elements of classroom strategies that most novice teacher educators portray in the study, there are certain misgivings in the pedagogical practices of some participants in the cohort of teacher educators in the study. These negative elements feed PSTs with negative experiences and contribute to the continuation of misalignment of practice that teacher education aspires to rectify in the long run. The ESL teacher education seems to severely be estranged by this misalignment between the pedagogical practices and achieving expected learning

outcomes for students. This situation is especially observed among the ESL teachers' pedagogical practices in the school context which result in low proficiency levels in English language learners. The negative elements of exam-oriented teaching and learning to the test of students require to be eliminated from the teacher education contexts by promoting the value of implementation of formative nature in the learning process through modelling. Further measures should be taken to promote ongoing learning achievement through deep approaches to learning rather than endpoint testing, where the learners resort to surface approaches to learning (Boud & Soler, 2016).

CONCLUSION

Based on the findings, it could be reiterated that the participant novice teacher educators incorporate classroom assessment strategies that provide generative skills for PSTs only to a lesser extent. Despite the positive elements of classroom strategies that most novice teacher educators portray in the study, there are certain misgivings in the pedagogical practices of some teacher educators in the study. These negative elements feed PSTs with negative experiences. This nature misaligns with the aspirations of the community of practice the teacher education targets to develop in the long run.

Specifically, ESL teacher education seems to be severely estranged from this misalignment, which is seen in the pedagogical practices of teachers in the school context that results in low proficiency levels in English language learners in the country. The negative elements of teaching to the test of teachers and learning to the test of students require elimination from educational contexts by promoting the positive implementation of the formative nature in the learning process.

FUTURE RESEARCH

The novice teacher educators need to be given opportunities to upskill themselves to model their pedagogical practices to the PSTs. The orientation programs for newly recruited teachers and teacher educators need to be redesigned to include aspects related to the community of practice. Priority should be given to making novice teacher educators aware of the specialty of teacher education and how their practices need to be changed from that of a teacher to a teacher educator.

REFERENCES

Allert, H., Richter, C., & Nejdl, W. (2004). Lifelong learning and second-order learning objects. *British Journal of Educational Technology, 35*(6), 701-715.

Andersson, C., & Palm, T. (2017). Characteristics of improved formative assessment practice. *Education Inquiry, 8*(2), 104-122. doi: 10.1080/20004508.2016.1275185

Bailey, A. L., & Carroll, P. E. (2015). Assessment of English Language Learners in the Era of New Academic Content Standards. *Review of Research in Education, 39*(1), 253-294. doi: 10.3102/0091732x14556074

Barnes, N., Fives, H., & Dacey, C. M. (2017). U.S. teachers' conceptions of the purposes of assessment. *Teaching and Teacher Education, 65*, 107-116. doi: 10.1016/j.tate.2017.02.017

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university*: McGraw-Hill International.

Black, P., & Wiliam, D. (2006). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7-74. doi: 10.1080/0969595980050102

Black, P., & Wiliam, D. (2010). Inside the Black Box: Raising Standards through Classroom Assessment. *Phi Delta Kappan, 92*(1), 81-90. doi: 10.1177/003172171009200119

Blume, R. (1971). Humanizing teacher education. *The Phi Delta Kappan, 52*(7), 411-415.

Boud, D. (2000). Sustainable Assessment: Rethinking assessment for the learning society. *Studies in Continuing Education, 22*(2), 151-167. doi: 10.1080/713695728

Boud, D., & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education, 31*(4), 399-413. doi: 10.1080/02602930600679050

Boud, D., & Falchikov, N. (2007). *Rethinking assessment in higher education: learning for the longer term*. London: Routledge.

Boud, D., & Soler, R. (2015). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education, 41*(3), 400-413. doi: 10.1080/02602938.2015.1018133

Boud, D., & Soler, R. (2016). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education, 41*(3), 400-413. doi: 10.1080/02602938.2015.1018133

Box, C., Skoog, G., & Dabbs, J. M. (2015). A Case Study of Teacher Personal Practice Assessment Theories and Complexities of Implementing Formative Assessment. *American Educational Research Journal, 52*(5), 956-983. doi: 10.3102/0002831215587754

Brod, G. (2020). Generative Learning: Which Strategies for What Age? *Educational Psychology Review, 33*(4), 1295-1318. doi: 10.1007/s10648-020-09571-9

Carless, D. (2014). Exploring learning-oriented assessment processes. *Higher Education, 69*(6), 963-976. doi: 10.1007/s10734-014-9816-z

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education, 43*(8), 1315-1325. doi: 10.1080/02602938.2018.1463354

Carless, D., Salter, D., Yang, M., & Lam, J. (2011). Developing sustainable feedback practices. *Studies in higher education, 36*(4), 395-407. doi: 10.1080/03075071003642449

Cohen, L., Manion, L., & Morrison, K. (2011). *Reserach Methods in Education* (7th ed.). London and New York: Routledge.

Crichton, H., & McDaid, A. (2016). Learning intentions and success criteria: learners' and teachers' views. *The Curriculum Journal, 27*(2), 190-203. doi: 10.1080/09585176.2015.1103278

Dayal, H. C., & Lingam, G. (2015). Fijian Teachers' Conceptions of Assessment. *Australian Journal of Teacher Education, 40*(40). doi: 10.14221/ajte.2015v40n8.3

DeLuca, C., Chapman-Chin, A., & Klinger, D. A. (2019). Toward a Teacher Professional Learning Continuum in Assessment for Learning. *Educational Assessment, 24*(4), 267-285. doi: 10.1080/10627197.2019.1670056

Dinkelman, T., Margolis, J., & Sikkenga, K. (2006). From teacher to teacher educator: Reframing knowledge in practice. *Studying teacher education, 2*(2), 119-136.

Farrell, T. S. C., & Ives, J. (2014). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research, 19*(5), 594-610. doi: 10.1177/1362168814541722

Freeman, D. (2020). Arguing for a knowledge-base in language teacher education, then (1998) and now (2018). *Language Teaching Research, 24*(1), 5-16.

Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly, 32*(3), 397-417.

Goodwin, A. L., & Kosnik, C. (2013). Quality teacher educators= quality teachers? Conceptualizing essential domains of knowledge for those who teach teachers. *Teacher Development, 17*(3), 334-346.

Hunter, M. C. (1982). *Mastery teaching*: Corwin Press Thousand Oaks, CA.

Ketabi, S., & Ketabi, S. (2014). Classroom and Formative Assessment in Second/Foreign Language Teaching and Learning. *Theory and Practice in Language Studies, 4*(2). doi: 10.4304/tpls.4.2.435-440

Ko, P. Y. (2019). Transcending conventional assessment boundaries in conducting learning study. *International Journal for Lesson and Learning Studies, 8*(3), 212-228. doi: 10.1108/ijlls-10-2018-0078

Liu, S. (2013). Pedagogical Content Knowledge: A Case Study of ESL Teacher Educator. *English Language Teaching, 6*(7). doi: 10.5539/elt.v6n7p128

Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and Teacher Education, 23*(5), 586-601. doi: 10.1016/j.tate.2006.11.001

Mumm, K., Karm, M., & Remmik, M. (2016). Assessment for learning: Why assessment does not always support student teachers' learning. *Journal of Further and Higher Education, 40*(6), 780-803. doi: 10.1080/0309877X.2015.1062847

Pryor, J., & Crossouard, B. (2008). A socio-cultural theorisation of formative assessment. *Oxford Review of Education, 34*(1), 1-20. doi: 10.1080/03054980701476386

Richards, J. C. (2010). Competence and Performance in Language Teaching. *RELC Journal, 41*(2), 101-122. doi: 10.1177/0033688210372953

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional science, 18*(2), 119-144.

Schmier, S. A. (2019). Performing the performance assessment. *English Teaching: Practice & Critique, 18*(3), 382-396. doi: 10.1108/etpc-11-2018-0104

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review, 57*(1), 1-23.

Tarone, E., & Allwright, D. (2005). Second language teacher learning and student second language learning: Shaping the knowledge base. *Second language teacher education: International perspectives*, 5-23.

Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*: Harvard university press.

Wenger, E. (2000). Communities of practice and social learning systems. *Organization, 7*(2), 225-246.

Wilhelm-Chapin, M., & Koszalka, T. (2016). Generative learning theory and its application to learning resources [concept paper].

Wiliam *, D., Lee, C., Harrison, C., & Black, P. (2010). Teachers developing assessment for learning: impact on student achievement. *Assessment in Education: Principles, Policy & Practice, 11*(1), 49-65. doi: 10.1080/0969594042000208994

Wiliam, D., & Thompson, M. (2017). Integrating Assessment with Learning: What Will It Take to Make It Work?: Shaping Teaching and Learning (pp. 53-82).

Wood, D., & Borg, T. (2010). The rocky road: The journey from classroom teacher to teacher educator. *Studying teacher education, 6*(1), 17-28.

Yan, Z., Li, Z., Panadero, E., Yang, M., Yang, L., & Lao, H. (2021). A systematic review on factors influencing teachers' intentions and implementations regarding formative assessment. *Assessment in Education: Principles, Policy & Practice, 28*(3), 228-260. doi: 10.1080/0969594x.2021.1884042

Zeichner, K., Payne, K. A., & Brayko, K. (2015). Democratizing teacher education. *Journal of Teacher Education, 66*(2), 122-135.