

**KARADENİZ TEKNİK ÜNİVERSİTESİ \* SOSYAL BİLİMLER ENSTİTÜSÜ**

**BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI**  
**UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI**

**AN INVESTIGATION OF LANGUAGE ASSESSMENT PREFERENCES OF PRE-  
SERVICE EFL TEACHERS AND UNDERLYING FACTORS**

**YÜKSEK LİSANS TEZİ**

**Esra BAYRAM**

**ŞUBAT 2015**

**TRABZON**

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**Tez Danışmanı: Doç. Dr. M. Naci KAYAOĞLU**

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## ONAY

Esra BAYRAM tarafından hazırlanan “An Investigation of Language Assessment Preferences of Pre-Service EFL Teachers and Underlying Factors” adlı bu çalışma 13/02/2015 tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim Dalı Uygulamalı Dilbilim alanında yüksek lisans tezi olarak kabul edilmiştir.



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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduklarını onaylarım. ... / ... / ....

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Tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada orijinal olmayan her türlü kaynağa eksiksiz atıf yapıldığını, aksinin ortaya çıkması durumunda her tür yasal sonucu kabul ettiğimi beyan ediyorum.

**Esra BAYRAM**

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## ABSTRACT

The study aims at investigating the language assessment preferences of pre-service EFL teachers as well as underlying factors for these preferences. Both qualitative and quantitative assessment tools were used. Assessment Techniques Awareness, Assessment Techniques Usage and Assessment Techniques Preferences Questionnaires were integrated in quantitative part of the study and qualitative data were carried out with four focus group interviews. The participants consisted of 326 pre-service EFL teachers and 38 pre-service teachers were chosen randomly from the population to participate in the focus groups. The data of the questionnaires were analyzed through SPSS (Statistical Package for Social Sciences) 16.0.

The findings have revealed that the pre-service teachers prefer to be assessed with different language assessment techniques for various reasons according to their gender, perceived identity and years of school. The results of the study show that there is a significant different between the departments in terms of language assessment awareness, usage and preferences. The findings also indicate that the underlying factors for these preferences are attributed to external reasons such as high-stakes tests, teachers and crowded classes and also internal reasons such as test-anxiety, individual differences and prior knowledge. In addition, most of the interviewees were in favor of being assessed with mixed language assessment techniques such as translation, portfolios, and multiple-choice test and presentation in order to show their actual language performance. To carry out the assigned tasks, pre-service teachers want to receive detailed feedback, rubrics and information about the language assessment and evaluation.

**Key Words:** Language assessment preferences, language assessment, teacher education, pre-service teachers

## ÖZET

Bu çalışma İngilizce öğretmen adaylarının İngilizce dersleri için değerlendirme tercihlerinin ve bu değerlendirme tekniklerini tercih etmelerine neden olan faktörlerin araştırılmasını amaçlamıştır. Bu amaçlar doğrultusunda hem nicel hem de nitel veri toplama araçları kullanılmıştır. Nicel veriler için Ölçme Teknikleri Farkındalık Anketi, Ölçme Teknikleri Kullanım Anketi ve Ölçme Teknikleri Tercih Anketi kullanılırken, nitel veriler odak grup görüşmeleri yoluyla toplanmıştır. Katılımcı grubunu toplam 326 İngilizce öğretmen adayı oluşturmuş ve bu katılımcılardan 38 kişi odak grup görüşmeleri için rastgele seçilmiştir. Katılımcılar birinci ve son sınıf öğrencisidir. Anket verileri SPSS 16.0 programında analiz edilmiştir.

Bulgular, öğretmen adaylarının yabancı dil dersinde cinsiyet, kişilik özellikleri ve sınıf seviyelerine göre farklı ölçme teknikleriyle değerlendirilmek istediklerini ortaya koymuştur. Bulgular bölümler arasında ölçme teknikleri farkındalık, kullanım ve tercih açısından anlamlı farklılık olduğunu göstermiştir. Bulgular ayrıca bu tercihlerine etki eden faktörlerin ulusal sınavlar, kalabalık sınıflar ve öğretmen gibi dıştan; sınav kaygısı, bireysel farklılıklar ve önceki öğrenmeler gibi içten kaynaklanan sebepler olduğunu göstermiştir. Bunun yanında, odak görüşmelerine katılanların çoğu gerçek dil performanslarını göstermek için çeviri, ürün dosyası, çoktan seçmeli sorular ve sunum gibi karışık dil öğrenme teknikleriyle ölçülmeyi tercih etmektedir. Verilen görevleri yapmak için, öğretmen adayları öğretmenlerden detaylı dönüt, rubrik ve yabancı dil dersinde ölçme ve değerlendirmeye ilgili bilgi almak istemektedir.

**Anahtar Kelimeler:** Yabancı dil değerlendirme tercihleri, yabancı dilde ölçme, öğretmeneğitimi, öğretmen adayları

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## **LIST OF ABBREVIATIONS**

ATAQ	: Assessment Techniques Awareness Questionnaire
ATUQ	: Assessment Techniques Usage Questionnaire
ATPQ	: Assessment Techniques Preferences Questionnaire
DELL	: Department of English Language and Literature
EFL	: English as a Foreign Language
ELT	: English Language Teaching
LAP	: Language Assessment Preferences
LAT	: Language Assessment Techniques
YDS	: Yabancı Dil Sınavı

## CHAPTER ONE

### 1. INTRODUCTION

#### 1. 1. Background to the Study

In recent years, there has been a growing intensification of interest in learning English around the world. This trend has caused English to gain a role as a *lingua franca* (Evans, 2013). As learning English has become increasingly popular, assessing students' learning performance has also become a great concern for educators, because assessment provides necessary information about whether the aims of instruction are being fulfilled (Bailey, 1998). In this respect, determining the appropriate characteristics of assessment in a given educational context is very important for improving learning conditions (Brown, 2005; Campbell and Mithun, 1979). As an aspect of education context, language assessment also gives significant information regarding the extent to which the objectives of courses are realized.

Language assessment is an umbrella term which covers all the tasks teachers integrate in the evaluation process (Coombe et al., 2007). Teachers conduct assessment for determining students' performance in terms of whether pre-determined objectives are being fulfilled (Bachman, 1990). However, the aim of assessment is not to label or group students according to their scores; in fact, language assessment aims to help students enhance their learning potential and diagnose learning problems (Brown et al., 1992). Assessment also helps educators in determining the needs of students (Ostrow, 1999), as well as highlighting weak areas and directing attention towards improving them.

In this regard, the focus of the language assessment phase provides some opportunities for both teachers and students. For instance, Black and Wiliam (1998) assert that language assessment provides detailed feedback that may lead to



adjustments of the learning and teaching process. Therefore, according to Assessment Reform Group (2002: 2):

1. Assessment for learning should be part of effective planning of teaching and learning.
2. The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the ‘how’ of their learning as they are of the ‘what’
3. Assessment for learning should be recognized as central to classroom practice.
4. Assessment for learning should be regarded as a key professional skill for teachers.
5. Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.
6. Assessment should take account of the importance of learner motivation.
7. Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
8. Learners should receive constructive guidance about how to improve.
9. Assessment for learning develops learners’ capacity for self-assessment so that they can become reflective and self-managing.
10. Assessment for learning should be used to enhance all learners’ opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognized.

In line with these characteristics, constructivism, which gained a growing recognition in Turkey with the 2005-2006 curriculum, has changed the face of assessment in recent years, and students have begun to take a more active role in their own education (MoNE, 2006). Assessment and evaluation are among the changes that take the opinions of students into account. Thus, assessment preferences are elicited to give learners opportunities for reflecting; by doing so, the quality of education may be improved. In this respect, the term “assessment preferences” describes students’ attitudes and perceptions toward the assessment phase (Birenbaum, 1997). Students need to be integrated in the assessment process and decide their own assessment types. This integration helps them to

become more motivated for learning and to embrace their own studies (Black and Wiliam, 1998; Büyükkarcı, 2010).

Garcia-Ros and Perez-Gonzalez (2011) indicate that there are three reasons for examining the assessment preferences of learners: (1) to reveal the relationship between the assessment preferences of learners and their approach to learning strategies and material choice; (2) to observe new assessment methods in higher education; and (3) to put forward a new way for enhancing the teaching and learning phase at the university level.

Focusing on these issues, the aim of the present study is to analyze the language assessment preferences of pre-service EFL teachers studying at Faculty of Education and Faculty of Letters, two main sources providing teachers of English for all levels. Although there are numerous studies on the assessment preferences of learners in different fields in higher education (Bal, 2013; Birenbaum, 2007; Birenbaum and Feldman, 1998; Doğan, 2011; Struyven et al, 2008; Van de Watering et al, 2008), there are few studies that have analyzed the language assessment preferences of pre-service EFL teachers. The preference of pre-service EFL teachers of certain language assessment techniques seems not to have received sufficient attention. The existing research on assessment preferences in the EFL context mostly focused on the views of EFL teachers (Han and Kaya, 2014). Therefore, the present study is an attempt to investigate the language assessment preferences of pre-service EFL teachers, as well as which language assessment types these pre-service EFL teachers want to use or not use in their future classes. In the qualitative part of the research, this study also aims to reveal the reasons why pre-service teachers choose certain language assessment techniques.

## **1. 2. Statement of the Problem**

Education refers to “the process of formation of permanent behavioral changes in individuals' behaviors” (Ertürk, 1994: 12). To elicit to how experience and behavioral changes show an alteration during the course of education, an assessment and evaluation process is required. This process will reveal whether students are affected negatively or positively by instruction. In the field of education, this information is used for increasing the quality of instruction or remedying any deficiencies that may be present.

With the integration of constructivism into the Turkish educational setting in 2005-2006, the approach to assessment was changed to a great extent, and alternative assessment types have become more popular (MoNE, 2006). Constructivism also brought various other changes. For instance, the roles of teachers and students have witnessed a shift from a product-oriented approach to a process-oriented approach (McMillan, 2004) and also a teacher-centered approach gave way to a student-centered approach. In the past, evaluation procedures mainly employed traditional assessment tools, which pose some problems and handicaps to students. In this respect, traditional assessment tools are often criticized for leading teachers to only focus on the topics that will be covered in exams, and ignoring crucial subjects for the students (Shepard, 2000). It has also been concluded that these tests ignore the needs of students, and that students who are exposed to traditional assessment may become passive receivers of knowledge (Broadfoot, 2005).

On the other hand, the alternative approaches to assessment and evaluation that were developed with the spread of constructivism have been regarded as eliminating the deficiencies of traditional assessment (Herman, 1992). According to the constructivist approach, learners may be asked to accomplish tasks such as applying what they have learned in new situations, demonstrating effective communication skills, and exhibiting critical and reflective thinking (Birenbaum and Dochy, 1996). Traditional and alternative assessment tools have been used together to fulfill this evaluation process and assess students' achievement levels. In language evaluation, these two assessment types may involve techniques such as portfolio assessment, student-designed tests, projects, multiple choice questions, true-false questions, matching questions, cloze gap-fill items, essay questions, peer assessment, dictation, oral presentation, role play and so on (Coombe et al., 2007).

Foreign language teachers have customarily used the techniques that they themselves view as appropriate for evaluating their students. However, with the rise of constructivism, teacher-centered learning has given way to student centered learning, and the individual differences and preferences of students toward learning and evaluation have become more important. Under these conditions, learners have the opportunity to express their preferences, and teachers may cooperate with their students in the process of

instruction, teaching and assessment. In this manner, students are encouraged to reflect their perceptions on their own learning.

In spite of the shift toward a constructivist approach, there is currently little known about the language assessment preferences of pre-service EFL teachers studying at universities, including the assessment types they prefer and why they favor certain types of assessment. Moreover, little information is available concerning which language assessment techniques these pre-service EFL teachers want to use or not use in their future classrooms. While there have been numerous studies on the beliefs of teachers about assessment (Bandura, 1977; McMillan, 2004; Lieberman and Miller, 2011), there are a few such studies focusing on university students in terms of their assessment preferences (Birenbaum and Feldman, 1998; Zeidner, 1987). However, the research that does exist demonstrates that assessment preferences vary according to gender, academic achievement and academic majors of students (Bal, 2012). Furthermore, determining the assessment preferences of students correlate to their learning strategies and may also help to decrease learning anxiety (Büyükkarcı, 2010).

These issues are especially important in educational contexts as in Turkey, where students are required to take standardized tests as a condition of university admission. The content and format of these examinations are determined without reference to the preferences of the students involved, as with similar tests that students may be required to undergo throughout their undergraduate studies; and there are concerns that these tests may not reflect learners' actual performance. In this sense, because university students are not given the opportunity to express their assessment preferences in their English courses, a conflict exists with respect to the objectives of constructivism. The language skills of students such as writing, speaking, listening and reading are affected by the assessment techniques that teachers use. Therefore, this area needs to be explored to determine the most appropriate assessment types for English learners in order to promote learner success.

To address this problem, this study has been designed to elicit the language assessment preferences of pre-service EFL teachers, as well as the underlying factors of why these students prefer certain language assessment techniques. The results may provide us with greater awareness of the types of assessment that may more effectively enhance the

quality of language teaching and learning, as well as the language assessment methods that are preferred by students.

### **1.3. Statement of Purpose**

The purpose of this mixed method study is to investigate the awareness, usage and preferences of pre-service EFL teachers in terms of language assessment techniques, along with related sub-questions. As Birenbaum (2007) suggests, learning the assessment preferences of students can pinpoint underlying issues in the instruction and assessment process. In this regard, this study primarily aims to examine whether there is a significant difference between the awareness, usage and preferences of pre-service teachers according to their gender, perceived identity, departments and grades. Another major aim of the study is to obtain a deep understanding of the favored and unfavored assessment preferences of university students and underlying factors contributing to these language assessment preferences in their present and future classes. Doing so may provide greater insight into the perceptions of students concerning the drawbacks and advantages of various assessment tools.

For this reason, this study aims to elicit the language assessment preferences and the underlying factors for language assessment preference of pre-service EFL teachers attending the departments of English Language Teaching and English Language and Literature at the Karadeniz Technical University and Atatürk University in Turkey.

#### **1.3.1. Research Questions**

Since the major aim of the study is to find out the language assessment preferences of pre-service teachers and their underlying factors for language assessment preference, the following research questions are addressed:

1. What is the awareness level of pre-service EFL teachers in terms of language assessment techniques?
2. What are the language assessment techniques that pre-service EFL teachers prefer when they are assessed by their instructors?

3. Which language assessment techniques do pre-service EFL teachers want to use when they become a teacher?
4. What are the underlying factors contributing to the pre-service EFL teachers' language assessment preferences?
  - a- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to their departments?
  - b- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to their gender?
  - c- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to their perceived identity?
  - d- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to freshman and senior students?
    - 1- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to freshman and senior students of ATAELT?
    - 2- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to freshman and senior students of KTUDELL?
  - e- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to four departments; KTUDELL, KTUEL, ATADELL and ATAELT?

#### **1.4. Significance of the Study**

The assessment preferences of students have been shown to have a significant effect on their learning performance; as a result, there have been ongoing studies concerning assessment preferences of students and how these preferences affect other variables. Studies carried out with this aim so far have shown that the assessment preferences of students affect their success and correlate with learning strategies, learning

approaches and test anxiety in fields such as math, biology and general education (Bal, 2013; Birenbaum and Feldman, 1998).

On the other hand, little research has been carried out concerning the assessment preferences of pre-service EFL teachers and the underlying factors for these preferences. This study is important in that it investigates the language assessment preferences of pre-service EFL teachers, as well as which language assessment techniques these pre-service EFL teachers want and do not want to use in their classrooms when they become teachers. This study may offer suggestions for a language assessment model which takes into consideration the individual differences and preferences of pre-service EFL teachers.

For this reason, the findings of the current study may make a significant contribution to the application of assessment techniques with pre-service EFL teachers, and language instructors may take the preferences of students into account with respect to their individual differences. Instructors may also consider the findings in selecting the appropriate language assessment techniques according to pre-service EFL teachers' language learning strategies and styles. In this manner, English instructors may promote improved performance in English in line with curricular objectives.

Moreover, the present study may fill the gap in the existing body of research concerning language assessment and evaluation with respect to dimensions related to assessment types, students, test-taking, grading and reporting, as well as the underlying factors contributing to language assessment preferences of pre-service EFL teachers. Therefore, the findings may provide recommendations for language classroom assessment so as to improve students' performance and guide revisions to the current language assessment process in higher education. Since this study was conducted with pre-service EFL teachers in the faculty of education and faculty of letters, the results may also contribute to the design and revision of teacher training programs.

Due to the fact that this study primarily aims to examine whether there is a significant difference between the awareness, usage and preferences of pre-service teachers according to their gender, perceived identity, departments and year of study, the findings of the current study may provide a deep understanding for overall assessment and evaluation

from these learners. Perhaps more importantly, this study will be helpful for showing a clear picture of the difference between the departments in the axis of assessment. Since, the shortage of EFL teachers are met from both faculty of education and faculty of letters, this research will be beneficial for the revision of the curriculums of these departments,

Efforts to revise and develop new curriculum have focused solely on the education faculties with the aim of establishing a standard across the country. Interestingly enough faculty of letters, whose graduates are equally entitled to become teachers upon completion of a certificate program, appear to have varying degrees of their own curriculum. This might have important pedagogic implications in practice, which is worth investigating. By understanding the underlying factors for preferences of pre-service EFL teachers, this study will be beneficial for more objective and reflective assessment and evaluation in the EFL setting.

### **1.5. Delimitations of the Study**

1. The research population in this case is limited to pre-service EFL teachers enrolled at Karadeniz Technical University and Atatürk University. The participants were chosen from among the fourth year pre-service EFL teachers who have taken intensive English courses throughout their higher education span.

2. In qualitative part of the study, the number of questions is limited according to the answers of the questionnaires concerning assessment preferences, as well as the nature of qualitative research.

### **1.6. Limitations of the Study**

1. The participants of study consisted of pre-service EFL teachers attending the Departments of Karadeniz Technical University and Atatürk University. While answering the questionnaires, the proficiency level and perceived identity of pre-service EFL teachers were established according to their personal statements.



2. The study is limited to the pre-service EFL teachers attending these universities in 2014-2015 Education Year.

### **1.7. Definition of Terms:**

**Constructivism:** Constructivism is defined as an approach to education that focuses on meaningful learning and holds that people acquire new information more effectively when they construct it individually and socially (Demirel, 2010). According to the constructivist theory, knowledge is developed by students themselves via taking a central role in their learning, during the course of which learners integrate their prior knowledge with new information. Additionally, learning occurs in cooperation with other learners in terms of determining, analyzing, synthesizing and evaluating new information (Brophy, 2002). The constructivist classroom is student-centered; and constructivist teachers value the students' perceptions, taking individual differences of students into consideration (Demirel, 2010).

**Language Assessment:** Associated with learners and their achievement, assessment is an umbrella term regarding all of the processes used for determining learners' language skills and success in meeting given learning objectives (Bachman, 1990). In the assessment phase of instruction, teachers take advantage of a variety of tools and techniques to evaluate the daily, monthly and yearly improvements of learners (Coombe et al., 2007). By doing so, students' proficiency levels in skills such as reading, writing, listening and speaking can be determined, and problem areas can be addressed in order to improve learner achievement.

**Language Assessment Preferences (LAP):** Assessment preferences are the perceived choices of students in terms of the assessment techniques with which they would rather be evaluated, the processes they prefer to be involved in, and their expectations of teachers in the course of assessment and evaluation. Specifically, assessment preferences illustrate stress-debilitating tools for evaluating students, and these preferences influence their language learning skills and strategies to some extent. Considering the assessment preferences of students allows them the opportunity to reflect their views concerning the most appropriate language assessment techniques.

**Traditional Assessment:** Traditional assessment generally refers to paper and pencil examinations held in teacher-centered classrooms (Dikli, 2003). According to the researcher, traditional assessment is norm-referenced, inauthentic, standardized, decontextualized and non-individualized; and following assessment, students do not receive feedback from their authoritative teachers. Learners are expected to focus on memorization and recall tasks; that is, this type of assessment emphasizes low-level cognitive strategies, rather than higher-order thinking skills. On the other hand, the validity and reliability of traditional assessment techniques are objective, especially in multiple choice tests (Dikli, 2003).

**Alternative Assessment:** The path of assessment shifts from a behavioral process to a cognitive view in alternative assessment. This type of assessment is authentic, as well as performance- and product-oriented, as students produce, create and use their higher order thinking and problem solving skills (Doğan, 2011). Construction of meaning; contextualized texts; individual pacing and improvement; peer and self-assessment; group work and collaborative studies; performance-based assessment; projects; cognitive complexities; learning logs and behavioral checklists; drama and creative stories; and attitude inventories are some of the characteristics and cornerstones of alternative assessment (Herman, 1992).

**Learning Styles:** Learning styles are the concepts that define how people learn, sift through, internalize, comprehend, organize, use and remember the information for further tasks. The term 'learning style' is sometimes used interchangeably with cognitive style (Dunn and Griggs, 2000). Learning styles are stable throughout time and they have an influence on how an individual shapes his/her way of learning and how s/he adapts this information over time (Cassidy, 2010). Learning style is also regarded as one of the prominent factors of individual differences for learners (Pritchard, 2009).

**Evaluation:** In general terms, evaluation is the control of whether the objectives of overall curriculum are fulfilled or to what extent they are fulfilled in the educational context in order to make objective judgments (Bachman, 2004). Educational evaluation aims to justify the program and output of the program, explain the effectiveness of the teaching process on learners, enhance the quality of the teaching phase, make necessary

alterations if there is any ambiguity and improve new activities and techniques for learning (Pearson, 2008). In this sense, evaluation is an umbrella for assessment, testing and assessment techniques.

**Language Learning Strategies:** Language learning strategies are the ways with which learners try to acquire a foreign or second language in appropriate time, place and conditions. According to Oxford (2003), language learning strategies provide information about how and how well a language is learned, and how learners use their actions to learn a foreign language. In similar terms, Kayaoğlu (2011: 29) defines strategies as “learner-centered, deliberate, planned, consciously engaged behaviors or activities.” In this sense, language learner strategies comprise one of the characteristics of learners’ individual differences.

**Individual Differences:** Individual differences are the unique characteristics of individuals in terms of age, gender, personality, aptitude, cultural background, motivation, learning style, learning strategies and cognitive style (Cassidy, 2012; Reid, 2005; Skehan, 2002). These characteristics shape the way of learning of the students and they vary from individual to individual (Dörnyei, 2005). Therefore, since the aim of the present study is related to assessment preferences of pre-service teachers, the term individual differences may also reveal a correlation between them.

**Perceived Identity:** The term operationally refers to whether students think they have introvert or extrovert characteristics according to their perceptions in this study.

## **1.8. Assumptions**

- 1.** The participants of the study answered sincerely and willingly the questionnaires on language assessment preferences during the research.
- 2.** The focus group interviews of 38 who were purposively selected out of the 326 potential EFL students accurately reflect the actual perceptions.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter initially presents constructivism as a conceptual framework of the study, and discusses the related issues involving evaluation, language assessment, traditional assessment, individual differences, test anxiety, and also the studies conducted in relation to the assessment preferences of students respectively.

#### **2.2. Constructivism**

Constructivism is an educational approach that lays emphasis on the construction of knowledge, reconstruction of knowledge by learners, and cognitive development (Brooks and Brooks, 1999). According to this theory, students correlate their prior knowledge with newly acquired knowledge, choose which information is appropriate among these, and reconstruct it. Knowledge is seen to be produced, rather than discovered by learners (Hacking, 1990). Von Glasersfeld (1995) suggests that, since the learning is an active process, students should actively participate in the teaching and learning phase. By doing so, students may use their problem-solving skills in authentic environment in cooperation with other learners (Gültekin, 2007).

In a constructivist classroom, learning is related directly or indirectly to assessment in that they are carried out together in order to provide a more blended environment for learners and their assessment affect both instruction and the learning process (Van de Watering, 2006). From this point of view, learning concurrently takes place in harmony with assessment procedures. Additionally, the perceptions of students about assessment have a crucial importance on their performance and overall success (Scouller, 1998).

Henceforth, the core meaning of assessment in a constructivist classroom is stated in order to show how they are associated with one another, and work in tandem with each other.

From a broad perspective, constructivism has brought a multifaceted approach to learning, and learning has gained new momentum. The constructivist approach asserts that knowledge is not acquired passively from the outside; on the contrary, it has already been constructed in the brain by the individual (Brophy, 2002). Consequently, the focus of education has undergone a shift from teacher-centered classrooms to learner-centered (Brooks, 1999). Hence, the main principals of constructivism are related to learning, and learning is clarified as being a social, subjective, student-centered, permanent, dynamic, sentimental, developmental, situational and cognitive process (Ackerman, 2001; Du and Wagner, 2005; Glasson et al, 1991; Jonassen, 2000; Hein, 1991; Osborne, 1997; Papert, 2000; Phillips, 1995; Von Glasersfeld, 1995).

Contrary to traditional models, constructivist learning takes place as a dynamic process, where students take responsibility for their own learning and are thought to relate their current learning to their prior knowledge (Brooks and Brooks, 1999; Cobb et al., 1992). Acquired knowledge is constructed individually and socially (Miller and Drive, 1987). According to Brophy (2002: ix), “social constructivism is primarily a theory of learning rather than a theory of teaching.” The constructivist paradigm also emphasizes that theory should be practiced by taking cognizance of basic skills such as critical thinking, reflective thinking and creativity of students (Demirel, 2010). In this sense, the constructivist approach aims to provide permanent, lifelong learning and construct metacognitive skills of students. According to Adigüzel (2009), the role of students is altered significantly from traditional teaching and learning in that:

- Students know what to learn, how to construct it and where to take active role;
- Students are aware of the fact that learning is their responsibility;
- To enhance the learning situation, the underlying factors such as prior knowledge, learning strategies and perceptions of students are crucial;
- Effective interaction in the classroom triggers students’ critical and creative thinking skills;

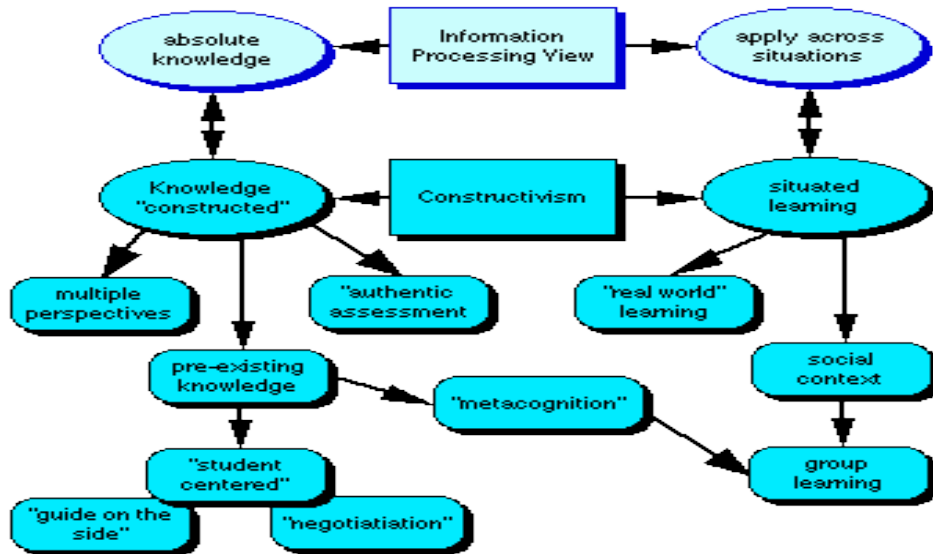
- Peer learning creates an atmosphere where students can learn from each other via didactic questions.

On the other hand, the teacher's role has shifted from a traditional, authoritative capacity to one that is more passive. With this approach, teacher-centered classrooms give way to student-centered classrooms in the following manner:

- Constructivist teachers encourage and accept student autonomy and initiative;
- Constructivist teachers use raw data and primary sources, along with manipulative, interactive, and physical materials;
- Constructivist teachers use cognitive terminology such as "classify," "analyze," "predict," and "create" when framing tasks;
- Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content;
- Constructivist teachers inquire about students' understandings of concepts before sharing their own understandings of those concepts;
- Constructivist teachers encourage students to engage in dialogue both with the teacher and with one another;
- Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other;
- Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion;
- Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model (Brooks and Brooks, 1999: 103-117).

In the constructivist view, evaluation also follows different procedures and “assessment of students learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.” (Brooks and Brooks, 1999: 17). The focus of constructivist teaching is on the learners, and teachers show students that assessment criteria are transitory and messy (Brophy, 2002). Figure 1 illustrates the main concepts of constructivism in consideration of how they influence one another.

**Figure1: Constructivist Theory**



**Source:** Hall, n.d.:1

The concept map of constructivist theory shows the connection between constructivism and its related concepts. These concepts range from metacognition to negotiation and how they are mutually associated with each other. These terms also summarize the pivotal characteristics of constructivist theory in terms of students, knowledge and context.

Stressing the required conditions in design of a curriculum, Demirel (2010) summarizes the principles of constructivism as follows:

*All learning activities should be associated with a broad task or problem:* Since the prior knowledge of learners has an influence on interpreting new information, original problems in which students reflect their thoughts should be used, and the aims of a learning task should be clarified in detail (Brown, 2003).

*Situations where students can create authentic materials by themselves should be organized, and teachers should give students the responsibility for their own learning:* To use analyzing, synthesizing and evaluation strategies effectively, students should take an active role in choosing what and how to learn; determining the learning goals, problems, materials to be integrated in the learning process; and designing activities along with the

teachers (Douglas, 2000). Therefore, teachers should raise the awareness of students about self-determination of their own proficiencies and deficiencies.

*Prior knowledge should be interwoven with new information:* Connecting prior knowledge with new information provides meaningful learning for students. In this respect, students should revise their knowledge and reflect what they know into new contexts (Alderson, 2000).

*Social interaction should be a focus in the learning process:* Learning occurs via interaction with one another, and authentic materials enhance acquisition. As learning involves both cognitive and social processes, social interaction should be stimulated, and motivating experiences should be organized to improve this situation (Luoma, 2004).

*Supportive activities for individual understanding should be organized, and cognitive contradictions should be created to show multiple realities:* Since there are various ways to reach a single truth, teachers should cooperate with students and encourage them to unravel their own learning strategies and alternative truths (Brophy, 2002).

*A learning environment where students' thoughts are supported should be created:* Teachers should ask open-ended and *why* questions to elicit more appropriate answers from the students. Specifically, the role of the teacher should be that of facilitator and listener, thereby assigning the responsibility for learning to the students.

The constructivist-based Turkish curriculum that was applied at the beginning of the 2005-2006 academic year recognizes the metacognitive skills of students as significant components that should be woven into their lifelong learning. These characteristics help students become evaluators of their own success in learning. Pintrich (2004) holds up metacognition as a measure by which students comprehend their learning process. By comprehending what they do and how they do, students can improve their performance on tests. However, teachers should know the assessment preferences of students because in this field, there have been studies that show that learning strategies, especially metacognitive strategies, are indicators of students' assessment preferences (Birenbaum, 1997; Doğan, 2011).



In a constructivist environment, teachers carry out assessment naturally. Students are evaluated not only in consideration of high-stakes, standardized exams, but also, and more generally, within the authentic environment, where learning is scaffolded by teachers (Lantolf and Poehner, 2004). In this manner, teachers are able to balance the gap between instruction and assessment. Furthermore, with a constructivist approach, students are not assessed by one task alone, as this is believed to be inappropriate for assessing the actual performance of individual student (Herman, 1992). Namely, not all students are able to show what they have learned throughout the course through a single assessment technique. To address this issue, the constructivist paradigm holds that appropriate assessment techniques should be selected through cooperation of teachers and students (Brooks and Brooks, 1999). Unlike in traditional teaching environments, students in a constructivist learning context are responsible for investigating, questioning, reflecting, criticizing, assessing and evaluating what they have learned. These characteristics give students an opportunity to grasp *how to learn* and *why to learn* (Bruner, 1971).

### **2.3. Evaluation**

Evaluation is a term that constitutes an important part of educational programs and teaching (Martin and White, 2005). In its simplest form, evaluation in educational context is the judgment between what is aimed to be assessed and what is acquired in the end (Henning, 2001). In general, four basic purposes compose the educational evaluation and express its characteristics in formal settings. These four characteristics are justification, mandated evaluation, program improvement, and program planning (Pearson, 2008).

According to Rea-Dickins and Germaine (1992), the purposes for carrying out evaluation are the curriculum development and teaching, accountability, and the self-development of people who deal with the evaluation activities. Typical curriculum development comprises of aims and outcomes, teaching methods, teaching plans, assessment, feedback and evaluation (George and Cowan, 1999), and this cycle makes necessary revision possible. In this sense, evaluation is considered as umbrella term for both assessment and testing.

Educational evaluation has two procedures in which decisions about assessment are put forward and these two types provide educators a clear understanding of the process and product (George and Cowan, 1999). Two distinct types of evaluation are known as formative evaluation and summative evaluation. *Formative assessment* is referred to by Irons (2008: 7) as “any task or activity which creates feedback (or feed-forward) for students about their learning. Formative assessment does not carry a grade which is subsequently used in a summative judgment”. In formative type of evaluation, assessment is carried out in the course of instruction in order to determine whether the goals of instruction are being met and allow both teachers and students for extra time to enhance the success rate and monitor the teaching phase (Fulcher and Davidson, 2007). Formative evaluation is also termed as internal evaluation since it focuses on the process and ongoing works. By means of these characteristics, formative evaluation provides rapid feedback and helps educators for planning, implementing, monitoring and enhancing the evaluation procedures (Sadler, 1989). Observations, diagnostic tests, portfolios, essays, performance tasks, learning logs, presentations, self/peer assessment, lists, charts and collaborative activities are the examples of formative evaluation (Dodge, 2009; Sadler, 1989).

On the other hand, *summative evaluation* is often conceptualized as product-based evaluation (Kopriva, 2008). Summative assessment entails assessing students’ performance at the end of a course and assigning a grade to reveal the extent to which students have understood the objectives of the course (Irons, 2008). It interprets the efficacy of products (Murray, 1984). Evaluation is carried out after the instruction is finished, and educators determine how much information students acquired from the instruction and instructional materials (Patton, 1994). The achievement results of students are commonly given as grades or scores which are integrated into their overall academic life. Accordingly, the goals of summative evaluation are to evaluate the results of students according to the standards or benchmark of program, evaluate students’ general academic achievement and provide a clear alignment between learning objectives and outcomes of the students (Taras, 2008). Depending on the goals of summative evaluation, instructional regulations are made at the end of semester. End-of-unit, chapter, term, month or semester tests, final exams, national test and all the high-stakes tests can be classified under the title of summative evaluation (Scriven, 1996; Tuckman, 1985). In addition, Leighton and Gierl (2007) add diagnostic assessment to these procedures. *Diagnostic assessment* is an evaluation

conducted before the onset of instruction to determine students' prior knowledge concerning the subject matter (Leighton and Gierl, 2007). This type of assessment enables teachers to reshape the objectives of the course and organize the instruction (Leighton and Gierl, 2007).

To evaluate the outcomes of the students and compose suitable, effective and comprehensible context, the researchers have been investigating better pedagogical approaches for learners for a long time (Weir and Roberts, 1994). For that purpose, evaluation strategies are regarded as alternative tools for teachers. These strategies are generally in the form of questions. According to Pearson (2008); teachers should ask these questions to themselves; what the actual reason for the evaluation of program or activity is, what kind of information I will acquire at the end of the evaluation process, with which techniques or methods I will gather the data, how I will interpret these data, and which procedures wait me after the evaluation phrase.

All teachers should choose the most appropriate method or eclectic method for their teaching context to make convenient decisions for learners. In this respect, Weir and Roberts (1994) propose that teachers should have such qualifications as deciding on which evaluation method is appropriate for their students and learning environment, why they carry out certain tasks, what is the embedded aim of the evaluation, whom they try to assess and what kind of characteristics these learners have. As well as these qualifications, according to the researchers, teachers should also know when and how long assessment and evaluation will occur and create a schedule for better evaluation.

As well as emphasizing the importance points of the role of teachers, the students have a significant role in the evaluation process. Managing and controlling one's own behaviors on an assigned task promotes continuity of cognitive functioning and provides for more consistent performance to the students during the evaluation phase (Pintrich and De Groot, 1990). To control the learning process, students need to use metacognitive strategies to some extent (Metcalf, 2009). According to Valjataga and Laanpere (2010), students shape their strategies in the following instructional functions:

- Objectives;
- Activities;
- Resources;
- Evaluation Criteria.

While motivation and learning strategies of learners are related to the evaluation of students, anxiety level of students also affect their test proficiency. Keeping in view the reasons for test anxiety in the language classroom, Aydın (2012) aimed to elicit the relationship between test anxiety and young EFL students' thoughts on tests. Content validity, test techniques, the testing environment and the length of language tests affected the students' views in this case. These findings demonstrate that students think positively about the validity of exams, testing techniques and test length; in other words, these factors did not aggravate the students' anxiety level. On the other hand, the testing environment and other specific situations sometimes hindered students from using their full performance ability during the tests.

In the light of these data, educators who have information about the underlying factors of evaluation, and who try to explore what assessment techniques appeal to students' expectations and needs, can be in a better position to perform at conveying instructional materials and objectives of the planned program. In this respect, the present study may provide educators with valuable data about students' preferences of assessment, which consequently may have a significant impact on students' learning and quality of instruction as a whole.

#### **2.4. Language Assessment**

In addition to evaluation, assessment is one of the components of applied linguistics. With the integration of the constructivist approach, the characteristics of language assessment in education have changed considerably (Bachman, 2004). Traditional assessment has given way to alternative assessment, and this new method has brought a large number of new assessment techniques with it. According to the constructivist view, assessment is regarded as having "a profound influence on student learning: on what students focus their attention on, on how much they study, on their

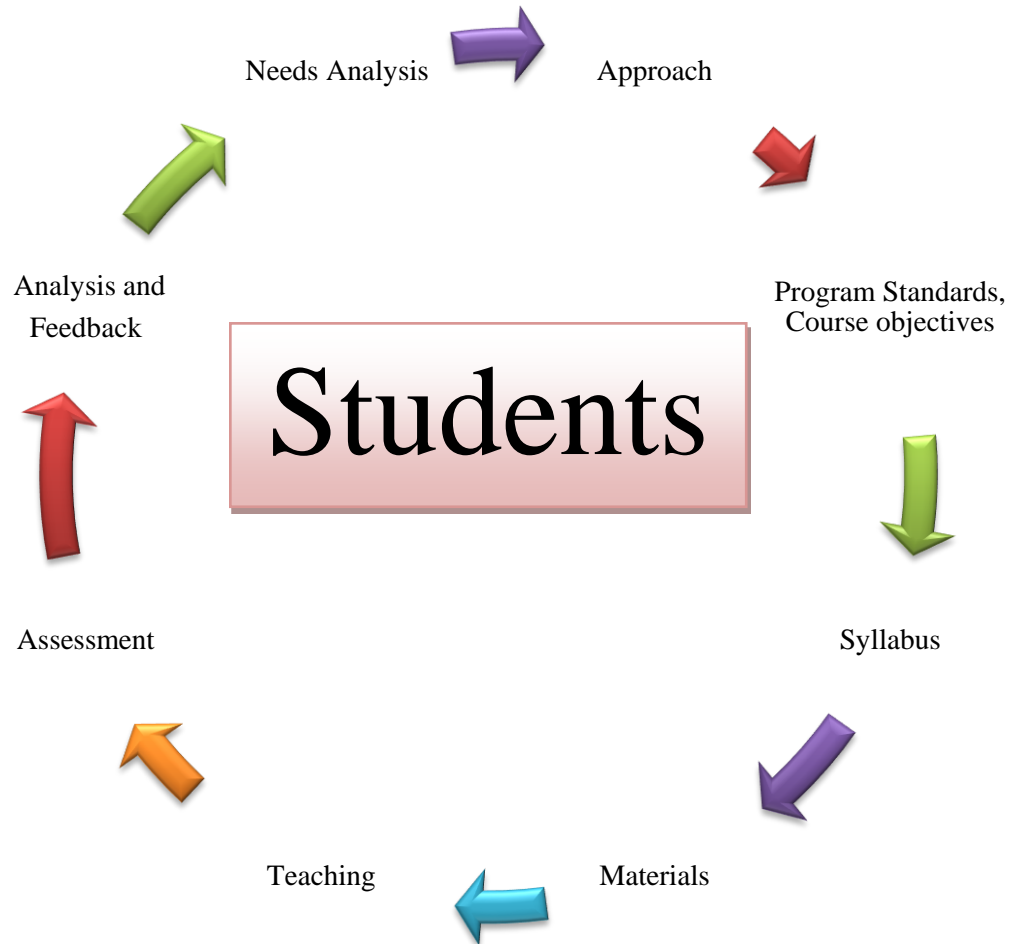
quality of engagement with learning tasks, and through feedback, on their understanding and future learning” (Gibbs and Simpson, 2003: 2).

As for the language assessment context, “one use of assessment is to make inferences about abilities or attributes such as lexical knowledge, sociolinguistic awareness, language aptitude, or motivational orientation.” (Bachman, 2004: 9). In constructivist classrooms, assessment focuses on the process, rather than on the results of examinations. Students take an active role in this process, allowing them the opportunity to evaluate what they have learned (Weigle, 2002). Traditional and alternative assessment techniques may be used together in constructivist classrooms.

Language assessment has been studied by researchers and divided into sub-fields such as assessing grammar (Purpura, 2004), assessing language for specific purposes (Douglas, 2000), assessing listening (Buck, 2001), assessing reading (Alderson, 2000), assessing speaking (Luoma, 2004), assessing vocabulary (Read, 2000), and assessing writing (Weigle, 2002).

In the changing educational context, assessment covers different meanings and standards for learners. These changes illustrate the shift from traditional assessment to alternative assessment. Constructivism, objective static tests, and different types of students are the reasons for the shift from traditional assessment to alternative assessment (Anderson, 1998). Both types of assessment consist of various techniques and procedures. As alternative and traditional assessments have both positive and negative aspects, the integration of their techniques can create more reflective evaluation (Luoma, 2004). Owing to this fact, educators try to balance and combine the assessment techniques from both assessment types. In general, the techniques of traditional and alternative assessment are associated with following cycle (see Figure 2).

**Figure 2: Assessment in the Teaching/Learning Cycle**



**Source:** Coombe et al., 2010: 2

The cycle above illustrates the importance of assessment in the educational context and implies that assessment is not a separate part of a curriculum, but rather comprises an interaction between students and other factors. According to this cycle, students compose the center of curriculum; and the other components of the curriculum, such as the instructional approach, program standards, course objectives, syllabus, materials, teaching, assessment, analysis and feedback, and needs analysis affect one another in an interrelated fashion. In this respect, in order to achieve successful outcomes, educators should follow

these procedures, taking into account the individual differences of students. By doing so, the actual performance of students can be discerned and better outcomes can be obtained.

If an individual believes that s/he has high efficacy, this positive perception can enhance the perception of students cognitively. In motivational processes, people think of possible outcomes of their behaviors, and thus, expectancy-value perceptions govern and regulate their performances; as Bandura (1997) contends, “people’s beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation” (p.8). As for selection processes, the environment and activities people choose shape their efficacy beliefs; as a result of these choices, learners experience different social environments, connections, proficiencies and interests.

#### **2.4.1. Traditional Assessment**

Traditional assessment refers to a non-dynamic, standardized, objective and neutral process wherein assessment is conducted via written exams, multiple-choice tests, fill-in-the-blanks activities, true-false activities and cloze items (Belle, 1999). The term *traditional assessment* is used interchangeably with *static assessment*, and it generally consists of standardized tests. Overall, Anderson (1998: 8) clarifies the features of traditional assessment as:

- assuming knowledge has universal meaning;
- treating learning as a passive process;
- separating process from product;
- focusing on mastering discrete, isolated bits of information;
- assuming that the purpose of assessment is to document learning;
- believing that cognitive abilities are separated from affective and conative abilities;
- viewing assessment as objective, value-free, and neutral;
- embracing a hierarchical model of power and control.

In the context of education, traditional assessment types have both strengths and drawbacks. First of all, the application of traditional assessment techniques provides some opportunities for teachers and students. Traditional assessment tools can be applied at all levels, ranging from primary school to higher education (Bailey, 1998). According to the author, the reliability, validity, practicability and economic aspects of these assessment types explain why they are typically preferred by teachers. In addition, the terminology of traditional assessment tests is equidistant to the understanding of all students.

Similarly, Shohamy (1982) asserts that testing techniques such as multiple-choice and matching may have an effect with respect to increasing or decreasing students' anxiety levels; furthermore, Bensoussan (2012) suggests that students' level of language proficiency is also related to test anxiety.

On the other hand, traditional assessment techniques are insufficient for determining multidimensional aspects of students' learning skills, and they are not effective for assessing performance and productive skills such as speaking and writing (Brown, 2003). Specifically, they are insufficient for assessing higher-order thinking skills, and the emphasis is generally on memorization. While scoring the data of these tests is relatively easy, preparing them requires hard work and it is very time-consuming. Students are usually assessed with individual tasks or tests. As for traditional assessment techniques, matching, short-answer questions, multiple-choice tests, fill-in-the-blanks, and true-false questions are commonly applied using the following tools:

*Written exams:* According to Bahar, Nartgün, Durmuş and Bıçak (2012), this type of examination aims to assess students' knowledge concerning the instruction given during the term. Students may write anything from one paragraph to one or more pages to demonstrate their knowledge of a subject, as well as their organizational skills. There is generally not a single correct answer, and grading this type of examination is very time consuming. In this respect, preparing checklists before evaluating exam papers may improve the reliability and validity of these tests. However, while this traditional assessment technique focuses on writing and organization skills, the subjectivity of the test type overshadows the reliability and validity of its usage. On the other hand, the written



examinations are among the few traditional assessment techniques that can assess higher-order thinking skills (Bahar et al., 2012).

*Multiple choice tests:* Multiple-choice tests, in which students are asked to choose an answer from among two or more choices (Bailey, 1998), have a high degree of objectivity, reliability, validity and practicality. Furthermore, as Wallace and Williams (2003) argue, if the items in a multiple-choice test are organized correctly, they can be influential in enhancing learners' critical and abstract thinking skills (Wallace and Williams, 2003), and students can answer many questions in a limited time in comparison with other test formats (Mobalegh and Barati, 2012). According to Bailey (1998), multiple-choice items are frequently used in classrooms because:

- With the help of machines, multiple choice tests take less time for scoring;
- The process of scoring is more objective and reliable than other tests which are assessed subjectively;
- While true-false items result in guessing the correct answer by chance, multiple choice tests decrease the possibility of guessing rate.

Even though multiple-choice tests are regarded as having high objectivity, the preparation of items may entail superficial, subjective judgments and fact-oriented learning; and writing good multiple-choice items necessitates hard work (Williams and Clark, 2004). The negative wash-back effect of multiple-choice testing is another consideration minimizing the possible problems of this type of assessment.

*Fill-in-the-blanks:* The traditional type of assessment "fill-in" items typically involves one sentence and a blank which should be filled by test-takers (Bailey, 1998). According to Bailey (1998), fill-ins are commonly used at the end of a sentence to determine students' understanding of the context and objectives; students need to recall the information in order to fill the blanks. The preparation period for fill-in-the-blanks items is relatively uncomplicated. According to the Bailey (1998), the advantages for integrating fill-in-the-blanks items are that they can be written superficially, and they decrease the possibility of guessing. On the other hand, fill-in-the-blank items have some disadvantages

for scoring because of unpredictable answers; furthermore, they do not focus on productive skills.

*True-False:* In the true-false format, there are only two options for students to choose. Students give answers to true-false question types as yes/no, right/wrong, fact/opinion and true/false; in some cases, a third option, such as “not given” or “not enough information” (Coombe et al., 2010) may also be offered. Easy scoring, reliability and broad context constitute the advantages of the true-false type of question (Bahar et al., 2012). From this point of view, the true-false format resembles multiple-choice in terms of classification and categorization. On the other hand, the true-false format has also disadvantages; students can easily guess the correct answer, and teachers need to involve numerous questions in order to increase the reliability of the format (Coombe et al., 2010).

*Matching:* Matching questions are typically presented in two columns. According to Bahar et al. (2012), the advantages of the matching format lie in its objectivity, practicability, and assessment of different cognitive strategies. In contrast, this format encourages students to memorize test items, and it is difficult to prepare homogeneous expression and answer keys. Coombe, False and Hubley (2010: 32-33) assert that while writing matching items, teachers should:

- give more options than premises;
- number the premises and letter the options;
- make options shorter than premises;
- relate options and premises to one central theme;
- avoid widows;
- make it clear to students whether they can use options more than once;
- ask students to write the letter of the correct answer in a blank provided.

#### **2.4.2. Alternative Assessment**

Alternative assessment places special emphasis on both the process and products of instruction. Alternative assessment techniques reflect and simulate real life situations in which students can use critical and creative thinking skills. The rationale of alternative

assessment is that it appeals to the needs of students and meets them in an appropriate way. Providing opportunities for students to reflect their perceptions in their educational context, alternative assessment focuses on the intellect of students and creates new ways to learn. According to Anderson (1998: 10-11), the features of traditional assessment:

- assume knowledge has multiple meanings
- treat learning as an active process;
- emphasize both process and product;
- focus on inquiry;
- assume the purpose of assessment is to facilitate learning;
- recognize a connection between cognitive, affective, and conative abilities;
- view assessment as subjective and value-laden;
- embrace a shared model of power and control;
- perceive learning as a collaborative process.

While alternative assessment has some advantages, it has also some deficiencies that may impede its usage in classrooms. Financial problems in the application of alternative assessment techniques, crowded classrooms, and behavioral issues may hamper the use of some features of alternative assessment (Belle, 1999). In a sense, these shortcomings may result in ignoring the individual differences of students. As for alternative assessment techniques, performance-based assessments, open-ended questions, portfolios, rubrics, story or text retelling, teacher observations, projects and demonstrations are commonly used. The following techniques may be used for foreign language assessment:

*Performance-based assessment:* Performance-based assessment is an alternative assessment format in which an output or answer showing the understanding of the objectives of a course is expected from students in process of instruction or at the end of the course (Bahar et al., 2012). The output or answer may be presented in oral or written form or in group studies. Various types of performance assessment include observations, portfolios, skits, oral interviews, original stories, student logs, reports, letters, individual or group projects, and journals. Rubrics are also used in the process performance-based assessment tasks in order to show a detailed and systematic evaluation (Stevens and Levi,

2005). To accomplish performance-based assessment successfully, it should follow a well-defined procedure: determining a clear goal for the assessment, deciding on the activity that will be implemented in the process, determining the assessment criteria, and preparing appropriate rubrics (Brown, 2003). Performance-based assessment not only focuses on the final tasks of students, but also sheds light on the process of learning. While traditional assessment forms prompt students to choose an option from pre-determined alternatives, performance-based assessment encourages them to create their own responses (Brophy, 2002). As a result, performance-based assessment also guides students' classifying, analyzing and evaluating skills. Furthermore, students should have a control over intrapersonal skills, time management and scheduling.

*Portfolios:* Student portfolios consist of “a purposeful collection of student work that tells the story of the student’s efforts, progress, or achievement in (a) given area (s)” (Arter and Spandel, 1992: 36). According to the researchers, this procedure exemplifies another way in which students can participate in terms of content, process, instruction, and assessment and evaluation. Self-reflections of students, self-assessment, peer-assessment, products and journals are additional components of portfolios. Assessment should be provided through appropriate processes and realistic contexts in portfolio-integrated classrooms. Therefore, Damiani (2004: 129-130) suggests the following process for teachers while they conduct portfolio assessment:

- determine an aim or theme;
- choose which samples will be involved in the assessment;
- decide how samples will be chosen;
- settle upon whether both process and product, or product alone, will be evaluated;
- develop a well-planned rubric;
- explain the scoring system to the students;
- engage students in the assessment and evaluation of the product.

The challenges confronting portfolio assessment consist of reliability, time, depth rather than breadth, fairness, interpretation of results and contributions to learning (Damiani, 2004).

*Rubrics:* Describing tasks, scales, dimensions and descriptions of dimensions are the important components of rubrics. Rubrics enhance the critical thinking skills of students; in addition, they create an opportunity for students to receive timely feedback, communicate with others, revise the teaching skills of teachers, and limit the assessment field of examinations (Stevens and Levi, 2005). Grading with rubrics allows students to receive consistent, specific and detailed feedback. Reflecting, listing, grouping and labeling, and application are the procedures for applying a well-designed rubric (Stevens and Levi, 2005).

In sum, traditional and alternative assessment types superficially have different characteristics and assessment techniques. These characteristics and techniques have a noteworthy impact on the overall performance and learning of students (Van de Watering, 2006). Therefore, it is essential to be familiar with theoretical framework of these techniques in order to elicit the underlying facts of the assessment preferences and how these techniques work in EFL classrooms.

#### **2.4.3. Differences between Alternative Assessment and Traditional Assessment**

Both alternative assessment and traditional assessment have certain advantages and disadvantages. Coombe, False, and Hubley (2010) delineate their respective approaches to knowledge, learning, focus, process, purpose, abilities, power of control, and individual and collaborative processes (see Figure 3).

**Figure 3: Comparison of Philosophical Beliefs and Theoretical of Traditional and Alternative Assessment**

Traditional Assessment		Alternative Assessment
Universal assessment	<b>Knowledge</b>	Multiple meanings
Passive process	<b>Learning</b>	Active process
Separate process from product	<b>Process</b>	Emphasizes process and product
Discrete, isolated bits of information	<b>Focus</b>	Focus on inquiry
To document learning	<b>Purpose</b>	To facilitate learning
Cognitive abilities as separate from affective and conative abilities	<b>Abilities</b>	Connects between cognitive, affective and conative abilities
Views assessment as objective, value free and neutral	<b>Assessment</b>	Views assessment as subjective and value laden
Hierarchical model	<b>Power and Control</b>	Shared model
Learning as an individual process	<b>Individual vs. Collaborative</b>	Learning as a collaborative process

**Source:** Anderson, 1998: 9

Figure 3 illustrates the differences between alternative assessment and traditional assessment in terms of the main objectives of the learning process. Traditional assessment is regarded as a universal, passive process that is separate from product; it involves discrete, isolated bits of information, serves to document learning, and considers cognitive abilities as separate from affective and conative abilities. Furthermore, it is objective, value-free and neutral, comprising a hierarchical model and focused on individual learning. On the other hand, alternative assessment assumes that knowledge has multiple meanings and that learning is an active process. It focuses on both process and product, emphasizes inquiry and facilitating for learning, and makes a connection between cognitive, affective and conative abilities. Furthermore, it is subjective and value-laden, consisting of a shared model of control as a collaborative process (Anderson, 1998).

It is obvious that assessment preferences are related to certain factors such as individual differences, language aptitude, motivation, learning styles, learning strategies, and test anxiety, each of which might be of help to figure out the differences in students' choices. Therefore, the concept of assessment preferences need to be addressed in reference to the variables as discussed below.

## **2.5. Individual Differences**

Assessment preferences are the perceived choice of students in terms of the assessment techniques with which they would rather be evaluated, the processes they prefer to be involved in, and their expectations from teachers in the course of assessment and evaluation. In this respect, taking assessment preferences into account gives each student an opportunity to reflect their own perceptions and characteristics in classroom environment; therefore, knowing the characteristics of each students, more clearly individual differences, may provide a possibility to understand the relation between assessment preferences and individual differences of the students, which student or students choose certain assessment types, and for what reasons they prefer these assessment types.

Individual differences are the unique characteristics or construct that show variation from person to person (Dörnyei, 2005). These differences also show alteration in various contexts and time (Skehan, 1989). There are various factors consisted of individual differences of learners, and these factors are generally referred as physical factors such as age and gender and other relatively stable and unstable variables such as academic achievement, motivation, language aptitude, personality, prior knowledge, cognitive style and intelligence (Cassidy, 2012; Ekici and Güven, 2013). Reid (2005), in addition, categorizes these factors as; environment, mood, motivation, self-esteem, teaching style, learning style, task expectations and instructional materials. These are typical factors that constitute learning differences of individuals and they may explain better how individuals learn in formal settings (Gardner, 2006).

According to Gardner (1985), each learner has his/her own style of learning and student-centered programs should be integrated in every school by taking into account of

individual differences. With this purpose in mind, Gardner (1985) suggests that teachers have a significant role in recognizing their students and should:

- Know every student has different characteristics;
- Try to elicit the actual performance of students;
- Evaluate the prior and present knowledge of each student;
- Create different learning environment in order to elicit embedded potential of the students;
- Use different assessment techniques to interpret what students really know and what they should know;
- Enhance the potential of students.

On the grounds of these facts, Ekici also (2003) proposes that teachers may determine the individual differences of learners by integrating different assessment and evaluation techniques such as questionnaires, checklists, and observation in classroom and interviews with students or parents. By knowing the individual differences of students, educators may enhance the performance of students and reveal their hidden potential for convenient context via true assessment technique.

Since the focus of the present study is on the assessment preferences of pre-service EFL teachers, individual differences serve a basic concept for the underlying factors contributing the assessment choices of students (Birenbaum, 1997). In this sense, the recent studies on the relation between assessment preferences and other variables have shown that there is strong, medium or low significant correlation between them (Bal, 2013; Birenbaum, 2007). Therefore, it is noteworthy mentioning and defining the variables of individual differences which have been considerably studied and correlated with assessment preferences by the researchers (Birenbaum, 2007; Doğan, 2010).

In line with the related literature, Bal (2012) carried out a study on the assessment preferences of students in an elective math course, focusing on whether gender, academic achievement, class level and department of students affect their assessment preferences. The data were gathered through a survey prepared by Birenbaum (1994), and the participants were 677 students in a computer teaching and primary education department.



In this study, it was found that students want to be informed before taking exams and preferred alternative assessment types and techniques that triggered their metacognitive strategies. As for assessment techniques, the participants viewed multiple-choice tests as applicable, but at the same time, they favored techniques that were parallel with their critical thinking skills. The findings suggest that there is no significant difference between assessment preferences and the gender of learners, but female students preferred alternative tests, while male students preferred traditional assessment techniques. In addition, intermediate level math students wanted to be forewarned before exams, and multiple choice tests appealed more to this level. Third- and fourth-class undergraduate students and students studying in primary education departments indicated a tendency toward alternative assessment types triggering complex-constructivist and cognitive processes. On the grounds of the findings, the researcher suggests that there should be a guideline for the assessment procedure of the course at the beginning of the academic year.

When considered from this point of view, Skehan (2002) stresses the importance of various individual differences in foreign language learning. These individual differences are stressed on the four variables; language aptitude, learning style, motivation and learning strategies.

### **2.5.1. Language Aptitude and Motivation**

Language aptitude and motivation have a significant effect on the performance of students' language acquisition, and they shape the degree of learning (Dörnyei and Skehan, 2003). First of all, language aptitude is the learners' potential for acquiring a foreign language in given time and conditions (Carroll, 1990). According to Anderson (2014) the aim of the determining the individual differences such as aptitude in language education is to grasp the characteristics of the students who are good at English and their performance in different situations.

Secondly, motivation in foreign language studies is an individual urge or desire to learn a language (Dörnyei, 1994). People with positive attitude for learning a language may have different reasons that trigger their curiosity. In this sense, Gardner and Lambert (1972) separate the motivation of learners as integrative and instrumental motivation;

while integrative motivation refers to one's sympathy and willingness to learn a foreign language for comprehending native speakers and native culture, instrumental motivation is germane to one's goals for learning a language for finding a good job, passing an exam or getting promotion. Apart from these factors, motivation is an inseparable part of learning an activity effectively and motivation differs from learners to learners (Dornyei, 2007). In this respect, the motivation of learners may be one of the factors contributing to language assessment preferences of pre-service teachers (Büyükkaracı, 2010).

Laconically, empirical studies and current theories show a clear picture of the effects of these two individual differences on students. For instance, a study conducted by Anderson (2014) presents a model on the profiles of language learners in terms of their aptitudes and oral performance according to individual differences. The data of the study were gathered from 39 participants who spend at least their one semester abroad. The researcher found out at the end of the study that language teachers, study program and study abroad directors affect the outcomes and language learning situations of the students. In this sense, if these people should know the needs, cognitive and affective personal aptitudes, and motivation in advance, there may be better support and language improvement for the learners.

In sum, the correlation between assessment preferences and motivation of students has been scrutinized from different aspects. For instance, Crews and Wilkinson (2010) studied the perceived most effective technique of assessment on writing tasks and the assessment method that is more beneficial according to students. The data were acquired from a web-based questionnaire and assessment examples; 186 students completed the questionnaire during all six sections of the course. The results indicated that feedback was very important in that it established a connection between teachers, assigned tasks and students. In order to improve the writing skills of students, technology should be used while proof reading, editing and giving comments. Furthermore, students wanted to receive audio and visual feedback, as well as marked papers, as audio and visual feedback enabled checking and editing for learners. Handwritten feedback consisted of a familiar situation to students; the participants preferred a multimodal approach that appeals to various learning styles, because "providing students with e-handwritten feedback along with audio feedback

offers a multimodal approach to develop meaningful feedback, helping students understand not only what they did incorrectly but also why” (Crews and Wilkinson, 2010: 410).

### **2.5.2. Learning Styles**

Thirdly, as a crucial part of individual differences, learning styles are the factors emphasizing how individuals perceive their learning context psychologically, how they interact with society and associatively what kind of reactions they show toward it (Reid, 1995). In other words, learning style is the specific characteristics of individuals that make them different from each other, and these characteristics are generally tend to be habitual and persistent throughout life (Brown, 2006). According to Brown, learning styles also set balance between the feelings of individuals and cognition.

According to Doğan (2011), learning styles have a significant effect on assessment process; these characteristics influence the assessment preferences of pre-service teachers and these pre-service teachers choose appropriate assessment techniques according to surface and deep learning styles.

There are various types of learning styles that have been studied and revealed by different researchers. One category comprises visual, auditory, and kinesthetic styles. This category is known as VAK in literature on learning styles (Price and Griggs, 1985). However, it is sometimes addressed as VARK; visual, auditory, kinesthetic and read/write style (Fleming and Baume, 2006). First of all, people who are regarded as visual learners are prone to use graphics, charts or other materials that allow learners to see it (Price and Griggs, 1985). Concept-maps, handouts, posters and note-taking activities are regarded as suitable for these learners (Clark, 2011). Auditory learners are interested in materials which focus on listening skills such as audiotapes, music or lectures (Sims and Sims, 1995). Hence, reading and writing activities may be difficult for them (Reid, 2005). To unveil the actual performance of students, teachers can use Socratic Method or fill-in-the blanks (Clark, 2011). Kinesthetic learners are tend to use physical activities and like doing something rather than seeing or listening (Dunn and Griggs, 2000). In this sense, diagrams, drama and performance tasks are appropriate for assessment and evaluation of these learners (Clark, 2011). Owing to these facts, learning styles may have influence on the

assessment preferences of pre-service teachers and indicate what kind of people prefer certain assessment techniques (Doğan, 2011).

According to the model of Kolb learning styles, there are four distinct ways which are critical to understanding of individual differences of learners and experiential learning. Briefly, Kolb's learning styles are diverging, assimilating, converging and accommodating (Kolb, 1981). According to Kolb (1981), diverging type refers to people who have versatile characteristics generally related to feeling and watching. These people have different perspectives and employ brainstorming techniques and they are interested in cultural values, people and art. Being emotional and imaginative divergent people may be classified as good at watching rather than doing. Secondly, assimilating type focuses on the skills of watching and thinking. In this type, people are more logic-oriented. They are also more interested in science and ideas of people instead of people themselves. As for converging people, the researcher asserts that thinking and doing are associated with their characteristics and these people like dealing with technical issues and finding solutions to problems. Finally, people with accommodating learning style can be identified with doing and feeling. Intuition and group works are preferred by these people.

Although the aim of the current study is descriptive in the form of a questionnaire, further studies may show how the characteristics of the students mentioned above are associated directly or indirectly with language assessment preferences in terms of techniques. The studies have shown that there is remarkably significant correlation between assessment preferences and learning strategies (Kasapoğlu, 2013).

As an illustration, Baeten, Dochy, and Struyven (2008) explored whether the assessment preferences of students have a correlation with the learning outcomes of portfolio assessment, as well as the correlation between learning approaches and the outcomes of portfolio assessment. The participants were 138 students in a compulsory course titled *Intercultural communication and training*; the data were collected according to a pre-test and post-test design. Two questionnaires, the API and the Revised Two-Factor Study Process, were also used in the data gathering process. Students took the pre-test in the first lesson of the semester, when they did not know much about assessment, and they took the post-test before the final examination. Between the two tests, they undertook

assignments about portfolios, as well as learning something about them. With regard to the learning approaches of students, the findings revealed that before students had learned something about portfolio assessment, the ratio of their deep and surface approach to learning was not desirable. Moreover, one of the aims of portfolio assessment was to increase the usage of deep approaches to learning. However, at the end of the study, it was seen that students were showing a tendency to surface approaches, and they began to give up using their deep approaches in the assessment procedure. The reason for this result was thought to stem from the perceived workload, because students believed that portfolio assessment burdened them with extra tasks and responsibilities (Kember, 2004). Furthermore, after acquiring information about portfolio assessment, students with a surface approach to learning did not want to be assessed with this technique. According to Baeten, Dochy, and Struyven (2008: 371), “the deep approach to learning did not significantly predict the learning outcomes in terms of grades on portfolio assessment.” In this regard, the researchers suggested that teachers should give information to students about the advantages of portfolio assessment.

From a similar viewpoint, Kasapoglu (2013) carried out a study on the relationship between the assessment preferences and learning approaches of 174 Turkish pre-service teachers, and the data were correlated canonically. Namely, the assessment preferences consisted of alternative and traditional assessment, and the language approaches consisted of deep, strategic and surface approaches to learning. The findings illustrate that there was a significant relationship between the assessment preferences and learning approaches of pre-service teachers.

Crooks and Mahalski (1985) likewise argued that assessment techniques shape students’ approaches to learning; Scouller (1996) took a broader perspective on that point. The researcher examined the approaches and perceptions of 206 second-year students in an education faculty concerning multiple-choice tests and assignment essays. Firstly, the students took multiple-choice tests, and after four weeks they answered a three-part questionnaire. Afterward, the results of the multiple choice exams and assigned essays were recorded. The results demonstrated that the perceptions of students may change according to assessment types. When they took multiple choice tests, they showed surface approaches to learning, and when they carried out an essay task, they were prone to using

their deep learning strategies. Additionally, the study indicated that poor performance of students in multiple choice exams was related to their employing deep learning strategies, and poor performance in essays was related to students' use of surface strategies for learning.

Furthermore, Gijbels and Dochy (2006) explored the relationship between the assessment preferences of students and their learning approaches in terms of whether formative assessment makes a difference or not. The research sample included 108 freshman university students in a criminology department. The researcher used a pre-test and post-test format and an assessment preferences inventory to gather the data. The results indicated that students with different assessment techniques preferences also differed in their learning approaches. However, after being exposed to hands-on experiences with new formative assessment techniques, it was seen that students showed a greater tendency to a surface approach, and the number of students who chose assessment types with higher order thinking skills decreased at the end of the study. Considering the findings, the researchers proposed that there should be more studies that include students' preferences on the assessment environment, structure, learning and the amount of feedback.

Doğan, Atmaca, and Yolcu (2012) similarly explored the correlation between the assessment preferences and learning approaches of secondary school students. The sample for this study consisted of 150 eighth-grade students who were studying at a private school. The researchers used canonical correlation to analyze the questionnaire data. The study revealed that the assessment techniques used by teachers during assessment and evaluation may affect and shape the learning approaches of students. When teachers use complex-constructivist assessment, students are provided with an opportunity to consult their deep learning approaches. Therefore, the researchers suggest that in-service and pre-service teachers should be trained about assessment techniques that will allow students to use their higher order thinking skills; furthermore, they recommended that there should be more studies on this subject with students studying at different levels.

### **2.5.3. Learning Strategies**

Finally, learning strategies are the ways which show how and how well students acquire a foreign language (Oxford, 2003). Factors affecting these language learning strategies and choices of students are generally related to gender, age, motivation, language proficiency and background, personality characteristics, setting and culture (Kayaoğlu, 2011). Further to that, learning strategies are one of the factors of individual differences (Skehan, 2002) and there is a significant correlation between the learning strategies and assessment preferences of the pre-service teachers (Birenbaum, 1997; Birenbaum, 2007; Birenbaum and Rosenau, 2006). Rehearsal, organization, elaboration, critical thinking and metacognitive strategies are among the main variables of learning strategies.

Rehearsal is a strategy of students in which they learn through the components of oral repetition, visual repetition and list learning (Dakun and Gieve, 2006). Rehearsal strategies are integrated by students while memorizing short lists by means of verbalizing them repeatedly, writing them down several times and repetitive reading of texts (Van Blerkom, 2011).

Elaboration refers to a way of learning in which students meaningfully and properly harmonize their prior knowledge in order to construct new knowledge (Pintrich et al., 1991). In this sense, elaboration makes a connection between prior knowledge and new information (Weinstein et al., 1989). Besides associating prior knowledge with new information, students relate what they have already known to information acquired in other fields and courses (Pintrich et al., 1991).

Organization strategy is described as one of the cognitive strategies in which learners understand how to convert and associate their prior knowledge and behavior with new knowledge (Tay, 2013). Organization strategies are used in constructing, listing and conveying the information. Concept mapping, outlining, drafting, listing, finding the main ideas of a passage and summarizing are some of the organization strategies used by students (Akdeniz, 2007).

Critical thinking can be defined as “the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach factual and judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief” (Freeley and Steinberg, 2012: 3). According to constructivist theory, students are expected to use their critical, reflective and creative thinking skills effectively.

Metacognition is defined by Anderson (2002: 2) as “thinking about thinking”, a process which Flavell (1988) describes as involving metacognitive knowledge and experience. According to Hacker (2009), metacognition is a procedure in which learners take responsibility for their own learning and where learners are aware of the planning, monitoring and evaluation of their activities and tasks. In this sense, metacognitive strategies focus on the intelligence and performance of learners.

On the basis of these arguments, critical thinking might be necessary for students to make accurate judgments concerning the assessment and evaluation procedure. Determining and challenging problems, identifying the problems, evaluating the credibility of materials, analyzing the facts, and selecting and revising the assessment techniques in terms of critical thinking might also prompt students to make more concrete judgments and evaluations (Tarricone, 2011).

Current research points to a correlation between the assessment preferences of students and their learning strategies (Baeten et al., 2008). Bal (2013), for example, investigated the assessment preferences and learning strategies of undergraduate students and the relationship between these two variables. A total of 291 students studying in a primary school education department at university participated in the study, and a correlation survey model was carried out. The researcher found that students want to be assessed with the techniques that trigger their cognitive process. As assessment techniques, multiple choice tests and alternative assessment types are preferred by students. This research shows that while students usually apply all the learning strategies, the strategies of metacognitive, exploratory and organizational are among the most favorite. Bal (2013) also found that students with similar academic achievement levels did not always favor the same assessment techniques, and the correlation between the assessment techniques and achievement levels of students was not significant in this case. In addition, there was no



significant difference between the learning strategies and academic achievement levels of students. On the other hand, it was revealed that there is a relationship between assessment preferences of students and their learning strategies. As a result of the findings, the researcher asserts that the correlation between assessment preferences and learning strategies of students in math classes should be determined in order to present more choices to students. By doing so, students may acquire the materials of the course in greater detail.

Alternatively, Birenbaum (1997) analyzed the relationship between assessment preferences and learning orientation and strategies. The research sample consisted of 172 students studying at a university school of engineering and the school of education; the data were gathered via questionnaire. The study illustrates that teachers should give students a chance to choose assessment types to enhance the validity of the assessment and evaluation model; the author asserts that “the question concerning assessment preferences ought to be ‘who prefers what?’ rather than ‘what is preferred by most?’, that is, the question of interest is ‘which personal characteristics affect students’ assessment preferences and how?’” (Birenbaum, 1997: 81). To answer these questions appropriately, the qualitative aspect of assessment preferences should be revealed, and subjects such as tolerance of ambiguity, thinking styles, causal attributions and procrastination should be correlated with the assessment preferences.

Birenbaum and Rosenau (2006) investigated the learning orientations of prospective teachers and their learning strategies, as well as the assessment preferences of these students, in comparison with the preferences of in-service teachers. As a data gathering tool, two questionnaires on assessment preferences and motivational learning strategies were used. The results of the study indicate that in-service teachers integrated deeper learning approach in educational settings, and pre-service teachers adapted a surface approach to learning.

Doğan (2013) carried out a study on the factors affecting the assessment preferences of pre-service teachers. The correlation among alternative assessment techniques, critical thinking skills, elaboration and self-efficacy was analyzed. In this case, 719 pre-service teachers studying in different departments were chosen purposively. The

researcher found that pre-service teachers who have high self-efficacy and elaboration skills develop an understanding of critical thinking throughout the process. In addition, this understanding affects their assessment preferences, and the students who use their critical thinking skills prefer the alternative assessment techniques that make metacognitive strategies usage necessary. The researcher found that students using their elaboration skills integrated their prior knowledge with current knowledge to deal with the problems encountered in the classroom.

Vanthournout, Gijbels, Van Ginnekon and Van Petegem (2013) explored how assessment preferences of students changed after taking an assessment course and investigated the development of students' assessment preferences. In order to acquire the necessary data, a pre-test and post- test design with an alternative assessment inventory was used with 42 undergraduate students. The study demonstrated that students' perception on learning, assessment and learning processes are changeable, and these students gave less importance to environment. The reason for this situation is related to the contextual factors, feedback opportunities and workload of the students. At the end of the study, there was no statistically significant boost in the assessment preferences of students regarding higher order thinking skills. In light of these findings, the researcher recommends that there must be further research on students' perceptions towards assessment with a greater number of participants.

Segers, Nijhuis and Gijsselaers (2006) explored whether students changed their assessment preferences when they took a redesigned course, as well as whether they altered their learning strategies in terms of deeper learning. At the end of the study, it was found that the intentions of the students changed the strategy they used. That is, if they thought that assessment would require a deep study strategy, they used their deep study strategies during the task, but if they thought that they would need to use their surface structures, then they usually applied their surface study strategies. Learning strategies of students affected their assessment perceptions and what they expected from the assigned condition. Moreover, the students' prior experiences changed the way they perceived the assessment techniques.

## 2.6. Test Anxiety

Test anxiety which is directly related to students' assessment preferences comprises an important part of underlying factors for assessment and evaluation (Büyükkarıcı, 2010). Students prefer assessment techniques according to their anxiety level (Birenbaum, 2007); therefore, theoretical background of test anxiety in detail may provide essential information about how test anxiety and assessment preferences of students are related, and how teachers can overcome this problem.

First of all, having its roots in the field of psychology, the term *test anxiety* refers to the behavioral, psychological and phenomenological reactions prompted by negative consequences of tests or anything else related to the evaluation procedure (Sieber et al., 1977). Foreign language anxiety has different characteristics from other course anxieties (Horwitz et al., 1986), and as Scovel (1978) points out, anxiety involves both debilitating and facilitating characteristics. For instance, the facilitating characteristics of anxiety motivate students towards engaging with learning materials and preparing for assigned tasks, while debilitating anxiety may lead students to avoid carrying out the assigned tasks.

From another perspective, test anxiety may cause students to perform poorly on their exams, thus leading to a decrease in self-esteem (Hembree, 1988); many students who experience test anxiety face sufficient stress to decrease their success during examinations, and their performance and attention rate are negatively affected (Spielberger, 2010). Thus, anxiety in foreign language learning may be seen as a handicap to be overcome in order to be successful (Horwitz, 1986). Zeidner (1998: 52-56) classifies anxious learners according to six categories:

1. Examinees with deficient study and test taking skills;
2. Examinees experiencing anxiety blockage and retrieval problems;
3. Failure-accepting examinees;
4. Failure-avoiding examinees;
5. Self-handicappers;
6. Perfectionist over-strivers.

According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety has three main components: test anxiety, communication apprehension and prejudice towards negative evaluation. Furthermore, Young (1991) categorizes language anxiety according to six factors: (1) personal and interpersonal anxieties; (2) perceptions about learning a foreign language; (3) perceptions of teachers toward language teaching; (4) relationships between teachers and students (5) the treatment of the classroom; and (6) language tests. The source of anxiety also shows variation according to the context. While Cassady and Johnson (2002) clarify that high test anxiety is related to students' experience achieving low grades on tests, Wigfield and Eccles (2000) assert that test anxiety generally results from the performance of peers and strict rules of assessment. In addition, high-stakes or standardized tests create an atmosphere in which students encounter difficulties, and thus, their performance decreases as a result of the tension related to these tests (Sadker and Zittleman, 2004). The following studies demonstrate the effects of anxiety in various contexts.

First of all, Phillips (1992) investigated the effects of language test anxiety on the attitudes and speaking performance of language learners, choosing participants who were highly anxious for the research sample. At the end of the experimental study, it was revealed that anxiety had a significant impact on both the attitudes and the speaking scores of the participants. In other words, language learners were substantially affected by test anxiety.

In another study, Liebert and Morris (1967) explored the relationship between performance expectancy and worry and emotionality, which are two aspects of test anxiety. A total of 54 undergraduate psychology students were asked to answer a question about perceived success and then classed into low, medium and high expectancy groups. Before the main exam, students completed a pre-examination questionnaire. The findings of the research reveal that the expectancy of students had a significant impact on worry and vice versa. On the other hand, there was no correlation between the performance expectancy and emotionality of the participants. In addition, the relationship between performance expectancy and worry and emotionality were associated negatively.

Another study by Culler and Holahan (1980) examined the relationship between test anxiety and the achievement levels of university students. A total of 96 students participated in this study and were divided into two groups: high and low test-anxious performers. The findings revealed that students who had high anxiety levels for tests were generally likely to study in an inefficient way, and they also had a tendency to drop their courses.

In a study concerning the relationship between students' test anxiety and their perceived success, as well as what teachers wanted to achieve and the level of family support, Putwain, Woods, and Symes (2010) explored the perceptions of 175 university students. The findings indicated that test anxiety was significantly related to what learners expected to handle in an examination. The greater their belief that they would be successful, the less worry and tension they exhibited toward the exam; in addition, family pressure and high expectations for achievement from their teachers also resulted in worry, a high level of tension and anxiety.

Regarding the test anxiety level of EFL students, the sources of foreign language test anxiety, and the correlation between the students' test anxiety and their learning experiences and achievement, Chan and Wu (2004) applied a questionnaire with 601 students. Based on the results of the questionnaire, 18 highly anxious students and 9 teachers were interviewed. The results indicated that the test anxiety of students stemmed from fear of negative evaluation, peer and family pressure, anxious personality types, previously achieving low grades, and competition with other students. In addition, in foreign language classrooms, speaking with native speakers, spelling and pronunciation mistakes, public speaking and tests made students feel anxious. The researchers suggest that teachers should be aware of students' anxiety and address this problem by encouraging students to take part in activities and providing comprehensible input.

Zhang (2013) examined the relationship between EFL students' listening anxiety and listening performance; in addition, the factors causing students' listening anxieties were also sought. In Zhang's study, 300 freshman students completed a questionnaire on listening anxiety and took an IELTS listening test in two occasions. The findings revealed that students' anxiety influences both their cognitive processes and their behaviors.

Moreover, some students were not motivated even to come to class and carry out the assigned tasks. Students who feel that their listening skills in English are insufficient may not always feel anxious about listening tasks, but students with high listening anxiety are generally more prone to achieve low grades on the exams.

A study conducted by Sağlamel and Kayaoğlu (2013) to explore the language anxiety level of students in terms of proficiency and gender and the impact of creative drama on language anxiety in English speaking classes demonstrated that the anxiety level of students attending creative drama courses significantly decreased throughout the quasi-experimental study. As stimulating factors for language anxiety, perfectionism, distrust and unwillingness to participate in speaking tasks caused students to feel anxious. In a study to elicit the relationship between test anxiety and young EFL students' thoughts on tests, Aydın (2012) demonstrated that students think positively about the validity of exams, testing techniques and test length; in other words, these factors did not aggravate the students' anxiety level. On the other hand, the testing environment and other specific situations sometimes hindered students from using their full performance ability during the tests.

Similarly, Shohamy (1982) asserts that testing techniques such as multiple-choice and matching may have an effect with respect to increasing or decreasing students' anxiety levels; furthermore, Bensoussan (2012) suggests that students' level of language proficiency is also related to test anxiety. Young (1991), on the other hand, proposes that foreign language students' anxiety levels vary in terms of their speaking proficiency. In addition, foreign language test anxiety also affects students' writing abilities. For example, Cheng (2004) created a self-report measure for foreign language writing anxiety in consideration of the experiences of students. In analyzing this report, Cheng (2004) points out that writing anxiety prevents learners from using learning strategies and from reaching their full potential during examinations.

From a broader perspective, Struyven, Dochy, and Janssens (2002) conducted a literature review on the perceptions of students at the higher education level concerning assessment and the relationship between learning approaches and their assessment preferences. In this study, the standpoints of students were taken into consideration to

present characteristics of assessment procedures. About 35 empirical studies were analyzed for this purpose. In many studies, it was found that assessment preferences and the perceptions of students had a strong correlation. In terms of assessment format, essay-type and multiple choice examinations were preferred over constructed response/essay items by students, because students believed that they would achieve higher grades in multiple choice exams; these assessment types were seen as less complex and as decreasing anxiety. The students who preferred multiple choice formats generally had greater tendencies towards surface approaches and had poor learning styles and higher test anxiety. Adversely, students with good learning styles, lower test anxiety and higher self-efficacy generally used their deep learning approaches in their teaching environment and preferred essay-type examinations. When compared with males, female students showed greater preference for essay examinations and tended to use deep learning approaches more often. In addition, students preferred to be assessed with alternative assessment techniques in that these were seen as precipitating factors for in-depth learning. As a result, the researcher suggested that there should be further studies on the assessment preferences of students in order to improve the quality of education and educational practices in a reflective atmosphere.

Van de Watering, Gijbels, Dochy, and Rijt (2008) studied the perceptions of students on assessment and assessment preferences, focusing on whether the performance of the students changed when different types of assessment techniques were used. In total, 210 university students participated in the study, and the data were obtained from two different procedures, including scores of learning outcomes and responses to an assessment preferences inventory. The results of this study showed that assessment techniques should be an actuator for cognitive processes and that students asked for supporting material for the course. Paper and project formats, written assessments and multiple choice formats were favored by students, as these formats relieved test anxiety (Traub and McRury, 1990). However, students did not want to be assessed with techniques such as oral assessments, peer evaluation or group discussion. In addition, students who expressed a preference for written tests received lower marks on the exams. As for the relationship between the perceptions and assessment preferences of students, there was no significant difference.

## **2.7. Conclusion**

It has been demonstrated that assessment type has an influence of students' studying strategies. For instance, if students are expected to undergo an essay type of assessment, they prepare themselves for the requirements of writing an essay; and if they will be taking an open-ended or short-answer question test, they generally show a tendency toward using their memorization strategies (Brenbaum, 2007).

In summary with consideration of the findings and the literature on the assessment preferences of students, the perception of students on assessment techniques, and the relationship between assessment preferences and learning strategies or other variables, it is seen that students are likely to prefer assessment techniques that are more stress-free and tend to relieve their text anxiety. Students also believed that they would achieve better grades if they did not have to study in detail. However, this situation affects the deep and surface approach of students from different angles. Additionally, the information on constructivism, evaluation and assessment, and the factors such as motivation, learning styles, learning strategies, test anxiety will enhance the understanding of analyzing and interpreting of the data in light of the background knowledge and related literature.



## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the details of the methodology in terms of the overall research design, research questions, participants of the study, research setting, data collection instruments, data collection procedure, pilot study and data analysis.

#### **3.2. Overall Research Design**

The present study aimed to elicit the assessment preferences of pre-service EFL teachers taking intensive courses in English departments, as well as their perceptions about the assessment techniques. In order to answer the research questions of the current study, a mixed method design was implemented, integrating both quantitative and qualitative research traditions into the study.

Mixed method entails a research design through which researchers try to eliminate the complexities and inadequacies of quantitative or qualitative design that exist when they are conducted separately; the combination of both methods gives researchers more insight and in-depth understanding towards the research questions (Creswell, 2009). In a mixed methods study, both quantitative and qualitative tools are used to answer the research questions in a single study (Teddlie and Tashakkori, 2009). To accomplish a mixed method investigation systematically, both approaches should be followed during the development of the problem statement, the data collection and analysis phase, the interpretation of the findings, and the organization of the conclusion (Mertens, 2009). Johnson and Onwuegbuzie (2004) assert that mixed method research does not aim to surpass

quantitative or qualitative research; rather, it attempts to eliminate the deficiencies of each method. To this end, this research combines qualitative and quantitative research traditions in the design of the study in such a way that they complement and supplement each other. While quantitative data made it possible to make comparisons between and among groups, qualitative enriched the depth of the data obtained by a quantitative approach. In addition, the combination of two methods provides researchers opportunities for triangulating their studies.

As a quantitative tool, three questionnaires were implemented in the study. The “Assessment Techniques Awareness Questionnaire”, “Assessment Techniques Use Questionnaire” and “Assessment Techniques Preferences Questionnaire” were given to the pre-service EFL teachers studying at Karadeniz Technical University, in Trabzon and Atatürk University, in Erzurum. Questionnaires refer to “any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers” (Brown, 2001: 6). In addition, questionnaires are practical and objective, and in a short period of time, broad information can be gathered from a large population (Nunan and Bailey, 2009).

As a qualitative tool, focus group interviews were conducted. Firstly, the focus group interviews were carried out with students in order to acquire a deep understanding of pre-service EFL teachers on the assessment preferences of English language contexts and underlying factors contributing to these language assessment preferences. There were four focus group interviews during the research procedure; students were chosen randomly from the participants who had responded to the questionnaires. Rice and Ezzy (1999) explain that focus group interviews are different from individual interviews in that the participants have similar characteristics such as age, culture or gender in focus group interviews. Since one of the aims of the present study is to find out the underlying factors of language assessment preferences of pre-service EFL teachers, focus group interviews were thought to be appropriate data gathering tool. Focus group interviews, in addition, aims to find out what participants actually think about the given topic and what triggers their behaviors, thoughts and feelings (Rabiee, 2004).

According to Krueger (2002), the participants of focus group interviews should have similar characteristics which were fastidiously chosen, and each group should consist of 5-10 individuals. Krueger (2002) also proposes that the characteristics of focus group interview, moderator skills, recorder skills, strategies, note-taking, questions and reporting should be recruited before conducting focus groups. Similarly, Rabiee (2004) says that the interpretation process of focus group interviews should follow steps such as words, context, internal consistency, and frequency, intensity of comments, special comments, extensiveness and big picture. Therefore, focus group interviews aim to elicit the shared perceptions of the participants on a specific topic (Richardson and Rabiee, 2001). In this sense, the focus groups will shed light on the quantitative data by revealing and analyzing the underlying factors for assessment preferences.

### **3.3. Research Questions**

This study investigated the language assessment preferences of pre-service EFL teachers attending English Departments and the underlying factors for these assessment preferences. More specifically, this study aimed to answer the following major and minor questions:

1. What is the awareness level of pre-service EFL teachers in terms of language assessment techniques?
2. What are the language assessment techniques that pre-service EFL teachers prefer when they are assessed by their instructors?
3. Which language assessment techniques do pre-service EFL teachers want to use when they become a teacher?
4. What are the underlying factors contributing to the pre-service EFL teachers' language assessment preferences?
  - a- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to their departments?
  - b- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to their gender?

- c- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to their perceived identity?
- d- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to freshman and senior students?
  - 1- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to freshman and senior students of ATAELT?
  - 2- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to freshman and senior students of KTUDELL?
- e- Is there a significant difference between the language assessment awareness, use and preferences of pre-service EFL teachers according to four departments; KTUDELL, KTUEL, ATADELL and ATAELT?

### **3.4. Participants of the Study**

In total, 326 pre-service EFL teachers attending Karadeniz Technical University and Atatürk University participated in the study. Purposive sampling was used. The participants were chosen randomly among the first and fourth class pre-service EFL teachers. In purposive sampling, also used interchangeably with judgmental or selective sampling, every individual in the group is chosen on the basis of a variety of criteria for the research population (Nunan and Bailey, 1998). As Babbie (2006: 184) notes, “A type of nonprobability sampling in which the units to be observed are selected on the basis of the researcher's judgment about which ones will be the most useful or representative.” The following table presents the demographic information in terms of gender, department, class and perceived identity.

**Table 1: General Characteristics of Sample Group**

		<b>N</b>	<b>%</b>
Gender	Male	80	24,5
	Female	246	75,5
	Total	326	100
Department	KTUDELL	164	50,3
	KTUELT	22	6,7
	ATADELL	32	9,8
	ATAELT	108	33,1
Class	Freshman	171	52,5
	Senior	155	47,5
Perceived Identity	Introvert	156	47,9
	Extrovert	169	51,8
Faculty	Letters	196	60,1
	Education	130	39,8

In total, 326 pre-service participated in the study. A total of 80 (24,5%) male and 246 (75,5%) female students constituted the research sample.

The departments of the students who participated in the study included a total of 164 (50, 3%) pre-service EFL teachers attending English language and literature at KTU, 22 (6, 7%) pre-service EFL teachers attending English language teaching at KTU, 32 (9, 8%) pre-service EFL teachers attending English language and literature at Atatürk University, 108 (33, 1%) pre-service EFL teachers attending at English language teaching department at Atatürk University.

The participants were chosen from the first and fourth class student and 171 (52,5) pre-service EFL teachers attending the first grades of Karadeniz Technical University and Atatürk University, 155 (47,5) pre-service EFL teachers attending at fourth grades of Karadeniz Technical University and Atatürk University involved in the study. In regard to departments, 196 students attending English language and literature departments in these universities constituted 60, 12% percent of the total population. The participants from English Language and Literature Departments were chosen from the students who want to be a teacher in the future.

Since the language assessment preferences of students were thought to be correlated with their personality types, the perceived identity was taken as a variable in this study. 156 (47, 9) participants of the study indicated that they feel themselves to be introverted, while 169 (51, 8) participants felt themselves to be more extroverted. One is missing.

### 3.4.1. Participants of Focus Group Interviews

Since the study investigated the underlying factors contributing to the pre-service teachers' preferences for language assessment techniques and assessment process, in total, four focus group interviews were conducted throughout the study. As Table 2 shows, 38 participants were involved in the focus group interviews upon completing the "Assessment Techniques Awareness Questionnaire", "Assessment Techniques Use Questionnaire" and "Assessment Techniques Preferences Questionnaire" successively. These participants were randomly chosen from the list of 186 pre-service EFL teachers attending KTU. The average age of the homogenous participants of the focus group interview was 22 years.

**Table 2: The general characteristics of participants in focus group interviews**

	Participants	Department	Gender	Group Size	Duration
1. Focus Group Interview	Pre-service EFL teachers (Senior)	KTUDELL	3 Male 5 Female	8	45 Minutes
2. Focus Group Interview	Pre-service EFL teachers (Senior)	KTUDELL	4 Male 6 Female	10	70 Minutes
3. Focus Group Interview	Pre-service EFL teachers (Freshman)	KTUEL T	10 Female	10	62 Minutes
4. Focus Group Interview	Pre-service EFL teachers (Freshman)	KTUDELL	4 Male 6 Female	10	48 Minutes

### **3.5. Research Setting**

The study was conducted at English Language Teaching Departments and English Language and Literature Departments at Karadeniz Technical University in Trabzon and Atatürk University in Erzurum, Turkey. The English Language Teaching department aims to equip pre-service EFL teachers with an adequate English background to review related literature, enhance their foreign language skills and develop comprehensive communication skills. Accordingly, the program offers intensive foreign language courses for students.

The English courses are given by instructors from English Language Teaching department. At the onset of the academic year, the pre-service EFL teachers who have enrolled in university take an EFL proficiency exam for exemption from compulsory English courses. Those students who achieve the required grades to be exempted from English courses do not take these courses. The remaining students take compulsory English courses over two terms. The examination is different from other proficiency exams held in the university. It consists of reading, writing, listening and speaking parts. The students earning 70 points and more do not enroll in preparatory class and are allowed to take level classes. Assessment and evaluation are carried out through midterm and final exams.

The department of Western Language and Literature was established in 1993 in Karadeniz Technical University and began to take students in 1999-2000 Education Year. The teaching period of English Language and Literature department lasts 1+4 years and the medium of instruction is in English. In this period, students take primarily the courses on English language, English literature, American culture and literature, linguistics, teaching English, teaching English as a foreign language, testing and research methods in education. So the students attending English Language and literature department become skillful at teaching English as a foreign language, translation and literary criticism. The students attending English Language and Literature department also take an EFL proficiency exam for exemption from preparatory year. The examination consists of reading, writing, listening and speaking parts. Those who earn 70 points out of hundred do not enroll in preparatory class and are allowed to level classes.

The students attending English Language and Literature department are assessed and evaluated according to the bell-shaped curve except prep classes. Students take one mid-term exam, one task for the term (second mid-term exam, short exam, presentation or homework) and a final exam. The grades of the students range from AA to FF and the students who earn AA, BA, BB, CB and CC are considered successful enough to pass the class. The students graduating from these departments can work as English teachers with the Ministry of National Education, lecturers in higher education, research assistants in English teaching department or English language and literature departments, translators or workers in tourism. Unlike ELT departments in the Faculty of Education, English majoring students in the Faculty of Letters additionally need to earn a teaching certificate after the graduation or during their formal education. In this way, they have the formal right to be an English teacher.

The aims of English language and literature department are to make students skillful at English language, offering course in cultural studies and applied linguistics including English culture and literature, American as well as European. The department provides courses to make students skillful in teaching speaking, writing, reading and listening with a view to making them good language teachers in their future career.

Another setting in which the data were collected was English Language Teaching Department in Kazım Karabekir School of Education and English Language and Literature Department in the Faculty of Letters, Atatürk University, in Erzurum. The teaching period of English Language and Literature Department and English Language Teaching Department is 1+4 years and the medium of instruction is English. In this period, students attending these departments take similar courses on English language, English literature, American culture and literature, linguistics, teaching English, teaching English as a foreign language, assessment and evaluation and research methods in education. Therefore, the students attending these departments become skillful at teaching English as a foreign language, translation and literary criticism. The students attending these departments except prep classes are assessed and evaluated according to the bell-shaped curve similar to relative evaluation system.



In sum, English Language Teaching Departments in Turkey generally have a similar syllabus, but the syllabii of English Language and Literature Departments show variation from department to department. The pre-service EFL teachers attending English Language Departments take intensive courses on pedagogy such as introduction to education, educational psychology, assessment and evaluation, program development, teaching principles and methods, and classroom management throughout four years. Due to this training, they are not required to earn extra certificate to become a teacher; on the other hand, the students attending English Language and Literature Department take these courses in the teaching certificate program, a bend upon earning a certificate come a teacher.

### 3.6. Data Collection Instruments

In order to investigate the assessment preferences of pre-service EFL teachers and the underlying factors for these assessment preferences, three questionnaires “Assessment Techniques Awareness Questionnaire”, “Assessment Techniques Use Questionnaire” and “Assessment Techniques Preferences Questionnaire”, (see appendices A, B and C), were used. Since the study also aimed to reveal the underlying factors of language assessment preferences of pre-service EFL teachers, a focus group interview form was prepared as a qualitative part of the study.

**Table 3: Data Collection Instruments**

<b>Research Questions</b>	<b>Instruments</b>
1. The awareness of pre-service EFL teachers in terms of language assessment techniques	Assessment Techniques Awareness Questionnaire
2. The use of language assessment techniques of teachers from the point of students	Assessment Techniques Use Questionnaire
3. The language assessment preferences of pre-service EFL teachers	Assessment Techniques Preferences Questionnaire
4. The underlying factors of language assessment preferences of pre-service EFL teachers	Focus Group Interview Form

### 3.6.1. Assessment Techniques Awareness, Use and Preferences Questionnaire

The Assessment Techniques Awareness, Use and Preferences Questionnaires (ATPQ) were developed in order to investigate the language assessment preferences of pre-service EFL teachers with the help of experts in English language studies and education. The ATPQ originally consisted of a 5-point Likert scale ranging from 1=*to never* to 5=*to always*. Three questionnaires were consisted of the same 31 items with the assessment techniques to elicit awareness, use and preferences of pre-service EFL teachers. First of all, the questionnaire on awareness was given to the participants to explore to what extent students are familiar with assessment techniques. Secondly, the assessment techniques use questionnaire was given to participants so as to reveal which language assessment techniques students have been subject to in EFL courses. Students were additionally given a written explanation of each assessment technique during the questionnaire to increase internal reliability and validity of the questionnaire. The following table shows the preparation process of the questionnaires.

**Table 4: Preparation Process of Questionnaires**

Procedure	Steps
Preparation Process of Questionnaires	<ul style="list-style-type: none"> <li>- The literature on language assessment techniques was reviewed</li> <li>- The early draft of questionnaire items of general language assessment techniques was prepared from the current literature</li> <li>- Items were listed according to the logical order</li> <li>- Demographic-seeking information was added to at the end of the questionnaire</li> <li>- The questionnaire was piloted with an expert in English language studies</li> <li>- Some similar items were excluded from the questionnaire</li> <li>- Wording of the two items were changed accordingly</li> <li>- Perceived identity variable was added to the demographic information part</li> <li>- The revised items of the questionnaire were further checked by the expert in English language studies</li> <li>- The questionnaires were checked out by an expert in assessment and evaluation</li> <li>- The wording and grammar of the questionnaires were edited by an expert in Turkish language studies</li> </ul>

The questionnaires were consisted of 31 items categorized independently. The following table shows the items of the questionnaire.

**Table 5: Items of the Questionnaire**

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<b>No</b>	<b>Items</b>
1.	Translation
2.	Presentation
3.	Homework
4.	Journals
5.	Oral exams
6.	Reading aloud
7.	Written exams with short answers
8.	Written exams with long answers
9.	Portfolios
10.	E-Portfolios
11.	Peer-Assessment
12.	Self-Assessment
13.	Structured grid
14.	Performance-based evaluation
15.	Checklists
16.	Multiple-choice tests
17.	True-False questions
18.	Matching
19.	Projects
20.	The effort students show during the course
21.	Rubrics
22.	Observation
23.	Concept Maps
24.	Drama
25.	Poster
26.	Fill-in-the blanks
27.	Retelling
28.	Attendance
29.	Dictation
30.	Paraphrasing
31.	Questions with samples
32.	If Any

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### 3.7. Pilot Study

Pilot study was carried out at the departments of Western Languages and Literature and English Language Teaching at Karadeniz Technical University in order to obtain information about the convenience of the items of the questionnaire in terms of wording, clarity and conformity of research design. Initially, the questions were checked by an expert in English Language Teaching and an expert in Turkish language. The items which were problematic and ambiguous were described by the experts and some necessary changes were made. In total, there were 31 students, who were randomly chosen from the population, 28 attending first class of English language and literature department and 3 attending first class of English Language Teaching department. All of the students took the compulsory English prep program, which had intensive courses on speaking and project work, general English, reading and writing, listening, and pronunciation.

At the threshold of the delivery of the questionnaire, the researcher explained the purpose of the study and asked the participants to indicate whether they had any problem in understanding the items of the questionnaire. The following table shows the steps of the procedure of pilot study.

**Table 6: The Procedure of Pilot Study**

Procedure	Steps
Piloting process of Questionnaires	<ul style="list-style-type: none"><li>- 31 representative pre-service EFL teachers were chosen randomly from the population</li><li>- The friendly atmosphere and a good rapport was created for pilot study</li><li>- The participants were asked if there was anything unclear or any problem in relation to wording, meaning and concepts</li><li>- The participants put a tick on problematic items and wrote down comments such as “I don’t understand, question mark, what is the meaning of it” to four items (see Appendix X)</li><li>- The data were entered into SPSS</li><li>- The Cronbach alpha was found as ,907, which means that the questionnaire has high reliability</li><li>- Responses of the participants to questionnaires were analyzed with the help of the expert in the field</li><li>- The wording of the two items were changed</li><li>- The last draft of the questionnaires was revised and finalized</li></ul>

Finally, the data of the pilot study were entered into SPSS 16 to analyze the reliability of the items in the questionnaire. The Cronbach's Alpha of the questionnaire in the pilot study was ,907 which means that it has high reliability and can be implemented with the main group. Therefore, after the pilot study, the main study was conducted with pre-service EFL teachers. The data of the quantitative research were supported with qualitative findings. Table 7 below shows the general characteristics of the participants in the pilot study.

**Table 7: The General Characteristics of the Participants in the Pilot Study**

Variable	Values	<i>N</i>
Perceived Identity	Introvert	9
	Extrovert	22
Department	DELL	28
	ELT	3
Gender	Male	7
	Female	24
Valid N (list wise)		Total 31

Table 7 shows that 7 male and 24 female students participated in pilot study. The age of the participants ranged from 19 to 38 and the mean of their age was 22. Moreover, 9 participants of the pilot study stated that they were prone to be introvert while 22 of them explained that they feel themselves more extrovert, indicating that students in the pilot work were able to define themselves as introvert or extrovert.

To figure out whether students understood the items properly or not, the researchers asked some of the students what they understand from the items. Comments of the students were jotted down to revise the items of the questionnaire. After analyzing the comments of the students, the items were reviewed and some alterations were made. These alterations were consisted of wording, grammar, removal of specific items and adding new comments to incoherent items. Apart from these procedures, appropriate items on language assessment techniques and demographic information were rearranged consistently. During the process, an expert's views in language education were taken.

### **3.7.1. Focus Group Interview Form**

The aim of the present study was to elicit assessment preferences of pre-service teachers and the underlying factors contributing to the pre-service teachers' language assessment preferences in an EFL course. To this end, focus group interviews were conducted with the students.

A total of 38 participants were involved in focus group interviews. Eight pre-service teachers were chosen for the first focus group, 10 for the second, third, and fourth focus group interview each. In order to construct appropriate questions, the related literature was reviewed and the findings of the questionnaires were analyzed. Afterward, the draft of the focus group interviews was designed. The draft was evaluated with an expert in qualitative research and the number of questions was agreed. The focus group interview form involves four main questions and some sub-questions. During the focus group interviews, the participants were prompted to answer the following questions (see Appendix C for the all questions) in their mother tongue.

#### **Examples:**

1. With which assessment technique or techniques do you want to be assessed and evaluated in EFL courses? Why do you prefer these assessment techniques?
2. What do you expect from the teachers in terms of the assessment and evaluation procedure in EFL courses?
3. What are the underlying factors that determine your language assessment preferences in an EFL course?

### **3.8. Data Collection Procedure**

First of all, three questionnaires; Assessment Techniques Awareness Questionnaire, Assessment Techniques Use Questionnaire and Assessment Techniques Preferences Questionnaire were administered to the pre-service EFL teachers taking intensive EFL courses at English Language Teaching, English Language and Literature Departments in Karadeniz Technical University and Atatürk University. With respect to ethics, the pre-

service EFL teachers taking English courses were asked to participate in the study voluntarily, and consent forms were taken at the onset of the study. After the necessary procedures, the data collection was carried out with the application of the questionnaires. The weekly schedules of the departments were obtained from each department's secretary. The instructors for the classes were asked to administer the questionnaires at their own convenience.

The questionnaires were given to 326 pre-service EFL teachers studying in Karadeniz Technical University and Atatürk University. Data taken from the questionnaires were entered into SPSS program. The findings derived from the Assessment Techniques Awareness Questionnaire, Assessment Techniques Use Questionnaire and Assessment Techniques Preferences Questionnaire were analyzed respectively.

In order to explore to what extent the participants were familiar or aware of the language assessment techniques, the researcher delivered a questionnaire (in Turkish) on the awareness of students in terms of language assessment techniques. Afterwards, a workshop on language assessment techniques was conducted in order to raise their awareness on these techniques. The participants were provided with detailed information and additional documents.

Next, the participants were delivered a questionnaire on how much they were exposed to each of these language assessment techniques in the classes. Finally, the assessment preferences questionnaire on language assessment techniques was given to students with a view to discovering what assessment techniques they would choose in future when they become a teacher.

**Table 8: The Data Collection Procedure**

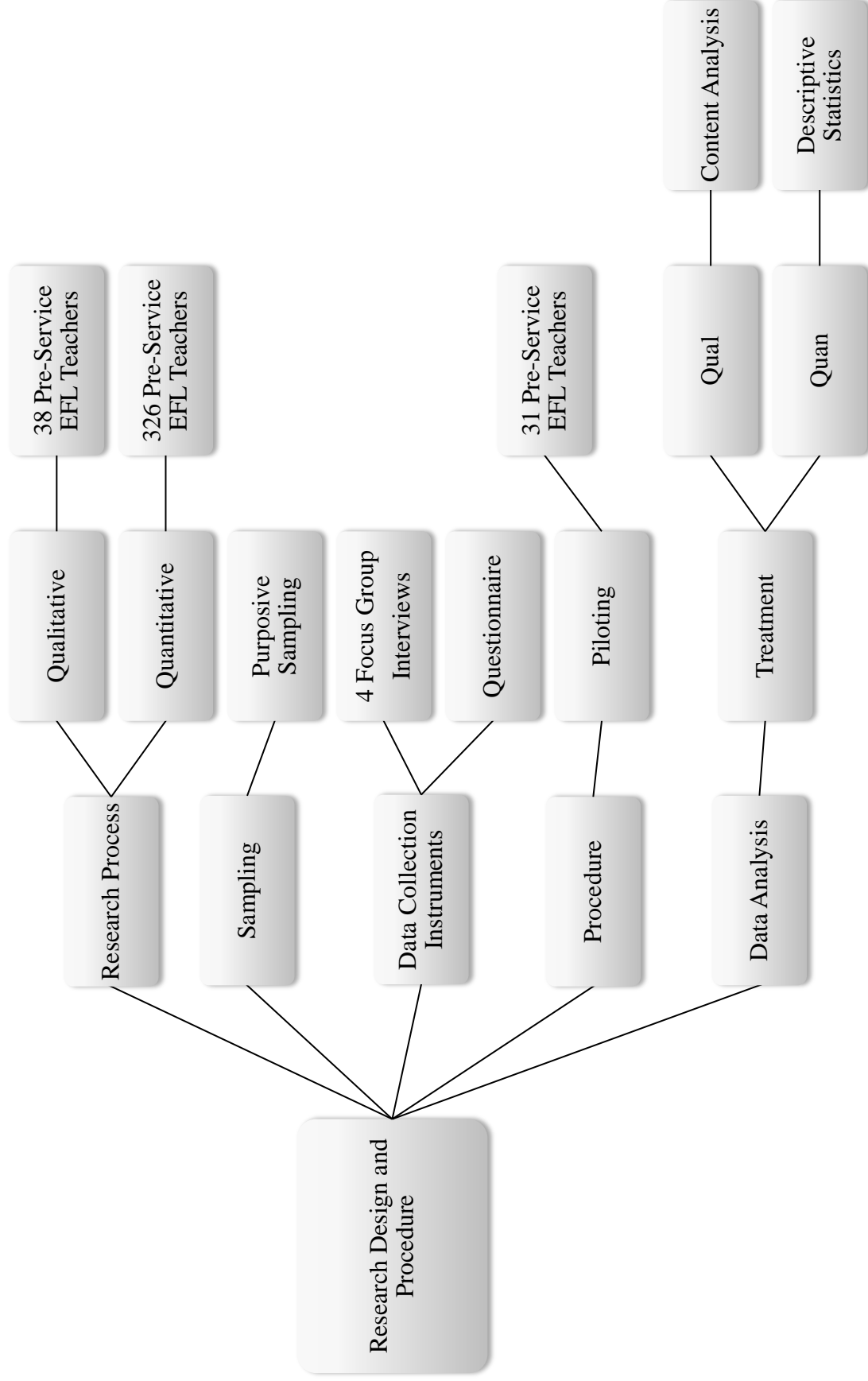
Procedure	Steps
Main Study	<ul style="list-style-type: none"><li>- Main study was carried out in Karadeniz Technical University and Atatürk University</li><li>- 326 pre-service EFL teachers participated in the study</li><li>- Firstly, ATAQ was given to the pre-service EFL teachers</li><li>- Workshop on language assessment techniques was conducted to ensure that all were familiar with assessment techniques</li><li>- ATEQ and ATPQ were given to the students who had taken ATAQ</li><li>- The findings of the questionnaires were entered into SPSS.</li><li>- The data were analyzed</li><li>- The focus group interview questions were prepared.</li><li>- The focus group interview questions were reviewed by an expert</li><li>- Four sessions of focus group interviews were conducted with a total of 38 pre-service EFL teachers</li><li>- The focus group interviews were video-taped and transcribed by the researcher</li><li>- The content analysis of data was done</li></ul>

Following the questionnaires, the focus group interview form was prepared after the initial analysis of the findings of the questionnaire.

Furthermore, the students participated on a voluntary basis, and the participants could choose not to take part in the study at any time. The participants sat in a U shaped and were made comfortable. Finally, the focus group interviews were audio-recorded and transcribed in detail. These data were kept until the end of study.



**Figure 4: Overall Research Design**



### **3.9. Data Analysis**

For the present study, quantitative data and qualitative data gathered via questionnaires and focus group interviews were analyzed. The data gathered from 326 participants via the questionnaires were coded and entered into SPSS program and analyzed. Descriptive statistics were determined for categorical variables such as number and percentage, and numeric variables were determined by mean and standard deviation as minimum and maximum.

Comparison of variables between two independent variables was carried out by Mann Whitney U Test. Comparisons between more than two groups were made using a Kruskal-Wallis test. Statistical alpha significance level was accepted as  $p < 0, 05$ .

As for the analysis of the qualitative data, interviews, were firstly transcribed and translated into English. Content analysis of the interviews was done and the data were categorized according to the research questions and certain themes emerged from the data. First of all, the researcher read several times the transcriptions of the focus group interviews and took short notes near the comments of the participants and created concept maps from four focus group interviews. Assessment preferences and underlying factors were determined as major themes and the researcher created codes and sub-themes for these major themes. The final concept map for underlying factors and a table for aims were prepared. Focus group data were intercoded with an expert in education. Therefore, intercoder reliability was taken in order to present more reliable analyses. The themes and codes were further checked by a PhD student in the field of English Language Teaching in order to enhance the trustworthiness and credibility of the research.

## **CHAPTER FOUR**

### **4. FINDINGS AND DISCUSSION**

#### **4.1. Introduction**

In this chapter, the findings and discussion of the study are presented. Firstly, the aim of the study was to determine the assessment preferences of pre-service teachers as well as the underlying factors why students prefer certain types of assessment techniques. The findings of the data were analyzed and presented in line with the research questions, and this led to a discussion with previous studies conducted about this topic.

The quantitative data were analyzed through descriptive and inferential statistical analysis. Comparison of internal variables between two independent variables was conducted with a Mann Whitney U Test, and comparisons between more than two groups were carried out via Kruskal because of non-parametric nature of the data. The questionnaires were presented via Cronbach's Alpha. To show a clear picture of the perceptions of the participants, the first focus group was designated as A, the second focus group was B, the third focus group was C, and the fourth focus group was D. The participants were referenced to as A1, A2, A3, A4, A5, A6, A7 and A8 in the first focus group, and B1, B2, B3, B4, B5, B6, B7, B8, B9 and B10 in the second focus group. The participants were referenced as C1, C2, C3, C4, C5, C6, C7, C8, C9 and C10 in the third focus group, and D1, D2, D3, D4, D5, D6, D7, D8, D9 and D10 in the fourth focus group.

#### **4.2. Quantitative Analysis**

The quantitative data of the present study are presented according to the sub-questions through tables and figures.

#### 4.2.1. Language Assessment Preferences of Pre-Service EFL Teachers

The perceptions of pre-service EFL teachers with regards to assessment techniques were gathered via questionnaires on awareness, use and preferences of language assessment techniques. The perceptions of students were taken in order to learn whether there are any significant difference between the assessment techniques according to gender, perceived identity and departments in terms of awareness, use, and preference of assessment techniques. In this respect, Mann Whitney U test was used. The following tables explain the answers of the questions respectively.

**Table 9: Descriptive Statistics in terms of Entire Population, Gender and Perceived Identity**

Item	Gender						Total			Perceived Identity					
	Female			Male			Total			Introvert			Extrovert		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
A-Translation	3,845	246	,847	3,875	80	,769	3,852	326	,828	3,833	156	,856	3,869	169	,805
A-Presentation	3,699	246	1,153	3,500	80	1,006	3,650	326	1,120	3,519	156	1,215	3,775	169	1,016
A-Homework	4,256	246	,927	3,675	80	1,122	4,113	326	1,008	4,141	156	,986	4,094	169	1,030
A-Journals	3,150	246	1,395	2,312	80	1,346	2,944	326	1,428	2,974	156	1,450	2,923	169	1,414
A-Oral Exams	3,467	246	1,052	3,412	80	1,143	3,454	326	1,073	3,455	156	1,055	3,449	169	1,096
A-Reading Aloud	3,991	246	,938	3,725	80	1,043	3,926	326	,970	3,948	156	,955	3,905	169	,989
A-Short Answer	3,894	246	1,112	3,825	80	1,155	3,877	326	1,121	3,833	156	1,157	3,917	169	1,093
A-Long Answer	3,727	246	1,081	3,675	80	1,099	3,714	326	1,084	3,737	156	1,101	3,692	169	1,074
A-Portfolio	3,630	246	1,270	3,375	80	1,256	3,567	326	1,269	3,448	156	1,306	3,680	169	1,231
A-e-Portfolio	2,817	246	1,344	2,925	80	1,403	2,843	326	1,357	2,717	156	1,357	2,958	169	1,355
A-Peer Assessment	3,491	246	1,173	3,362	80	1,093	3,460	326	1,154	3,333	156	1,214	3,579	169	1,088
A-Self Assessment	3,280	246	1,333	3,325	80	1,209	3,291	326	1,302	3,179	156	1,374	3,396	169	1,230
A-Structured Grid	2,008	246	1,245	2,212	80	1,229	2,058	326	1,242	2,012	156	1,249	2,106	169	1,239
A-Performance	3,654	246	1,127	3,550	80	1,066	3,628	326	1,112	3,692	156	1,081	3,574	169	1,142
A-Checklists	3,471	246	1,240	3,525	80	1,211	3,484	326	1,232	3,352	156	1,289	3,609	169	1,170
A-Multiple Choice	4,093	246	1,003	4,025	80	1,030	4,076	326	1,009	4,121	156	,959	4,035	169	1,057
A-True False	4,077	246	1,021	4,087	80	,970	4,079	326	1,007	4,173	156	,958	3,994	169	1,049
A-Matching	3,874	246	1,130	3,750	80	1,185	3,843	326	1,143	3,788	156	1,202	3,893	169	1,091
A-Projects	3,943	246	1,075	3,725	80	1,067	3,889	326	1,075	3,916	156	1,065	3,875	169	1,081

**Table 9: (Continued)**

Item	Gender						Total			Perceived Identity					
	Female			Male			Total			Introvert			Extrovert		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
A-Effort	3,926	246	1,074	4,012	80	,987	3,947	326	1,052	4,006	156	1,044	3,905	169	1,053
A-Rubrics	2,849	246	1,410	2,762	80	1,343	2,828	326	1,392	2,833	156	1,445	2,828	169	1,349
A-Observation	3,707	246	1,122	3,575	80	1,088	3,674	326	1,114	3,692	156	1,081	3,674	169	1,131
AConcept Map	2,861	246	1,375	2,900	80	1,197	2,871	326	1,331	2,756	156	1,350	2,988	169	1,304
A-Drama	3,073	246	1,347	2,912	80	1,451	3,033	326	1,372	2,730	156	1,331	3,325	169	1,347
A-Poster	3,365	246	1,359	2,812	80	1,322	3,230	326	1,369	3,102	156	1,396	3,349	169	1,341
AFill in the blanks	3,943	246	,979	3,762	80	,957	3,898	326	,976	3,961	156	,915	3,846	169	1,029
A-Retelling	3,825	246	1,079	3,500	80	1,102	3,745	326	1,092	3,730	156	1,079	3,763	169	1,108
A-Attendance	3,589	246	1,228	3,375	80	1,286	3,536	326	1,244	3,544	156	1,271	3,532	169	1,224
A-Dictation	3,780	246	1,053	3,725	80	,927	3,766	326	1,023	3,814	156	1,027	3,721	169	1,023
A-Paraphrase	3,756	246	1,090	3,612	80	1,096	3,720	326	1,092	3,788	156	1,077	3,668	169	1,100
ASampleQuestion	3,382	246	1,091	3,462	80	1,090	3,401	326	1,090	3,455	156	1,055	3,366	169	1,110
U-Translation	3,882	246	1,094	3,587	80	1,229	3,809	326	1,134	3,788	156	1,164	3,840	169	1,103
U-Presentation	3,532	246	1,301	3,500	80	1,125	3,524	326	1,259	3,480	156	1,317	3,562	169	1,209
U-Homework	3,959	246	1,228	3,775	80	1,349	3,914	326	1,259	4,006	156	1,241	3,828	169	1,277
U-Journals	2,256	246	1,395	1,712	80	1,057	2,122	326	1,339	2,083	156	1,294	2,159	169	1,385
U-Oral Exams	3,235	246	1,262	3,062	80	1,390	3,193	326	1,294	3,192	156	1,270	3,195	169	1,324
U-Reading Aloud	3,874	246	1,086	3,725	80	1,090	3,837	326	1,087	3,852	156	1,111	3,822	169	1,070
U-Short Answer	3,418	246	1,188	3,162	80	1,287	3,355	326	1,216	3,448	156	1,296	3,266	169	1,136
U-Long Answer	3,837	246	1,071	3,787	80	1,165	3,825	326	1,094	3,871	156	1,117	3,775	169	1,073
U-Portfolio	3,475	246	1,419	2,975	80	1,466	3,352	326	1,444	3,403	156	1,431	3,313	169	1,460
U-e-Portfolio	2,463	246	1,424	2,112	80	1,405	2,377	326	1,425	2,230	156	1,367	2,508	169	1,472
UPeer Assessment	3,093	246	1,259	2,675	80	1,300	2,990	326	1,280	2,993	156	1,322	2,988	169	1,248
USelf Assessment	2,475	246	1,298	2,437	80	1,251	2,466	326	1,285	2,557	156	1,321	2,378	169	1,253
UStructured Grid	2,130	246	1,258	2,262	80	1,177	2,162	326	1,238	2,166	156	1,227	2,165	169	1,252
UPerformance	3,650	246	1,080	3,212	80	1,110	3,542	326	1,102	3,583	156	1,135	3,503	169	1,075
UChecklists	3,252	246	1,391	3,287	80	1,213	3,260	326	1,348	3,359	156	1,390	3,165	169	1,307
UMultiple Choice	3,617	246	1,164	3,412	80	1,239	3,567	326	1,184	3,666	156	1,182	3,491	169	1,170
U-True False	3,524	246	1,267	3,212	80	1,279	3,447	326	1,275	3,609	156	1,236	3,313	169	1,287
U-Matching	3,292	246	1,323	2,975	80	1,252	3,214	326	1,311	3,230	156	1,269	3,207	169	1,353
U-Projects	3,796	246	1,208	3,425	80	1,280	3,705	326	1,235	3,717	156	1,243	3,692	169	1,234
U-Effort	3,687	246	1,176	3,600	80	1,308	3,665	326	1,208	3,730	156	1,204	3,597	169	1,211

**Table 9: (Continued)**

Item	Gender						Total			Perceived Identity					
	Female			Male			Total			Introvert			Extrovert		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
U-Rubrics	2,772	246	1,342	2,837	80	1,226	2,788	326	1,313	2,794	156	1,323	2,775	169	1,308
U-Observation	3,398	246	1,233	3,100	80	1,120	3,325	326	1,212	3,294	156	1,245	3,349	169	1,186
U-Concept Map	2,613	246	1,358	2,225	80	1,201	2,518	326	1,330	2,532	156	1,379	2,514	169	1,286
U-Drama	2,561	246	1,350	2,212	80	1,279	2,475	326	1,339	2,352	156	1,371	2,591	169	1,306
U-Poster	2,548	246	1,341	2,125	80	1,246	2,444	326	1,329	2,333	156	1,340	2,556	169	1,313
UFill in the blanks	3,634	246	1,134	3,350	80	1,303	3,564	326	1,182	3,673	156	1,224	3,479	169	1,123
U-Retelling	3,617	246	1,215	3,137	80	1,209	3,500	326	1,229	3,500	156	1,272	3,503	169	1,195
U-Attendance	3,418	246	1,271	3,212	80	1,384	3,368	326	1,300	3,410	156	1,338	3,319	169	1,264
U-Dictation	3,556	246	1,210	3,450	80	1,123	3,530	326	1,188	3,525	156	1,204	3,544	169	1,174
U-Paraphrase	3,601	246	1,200	3,375	80	1,236	3,546	326	1,211	3,544	156	1,230	3,556	169	1,194
USampleQuestion	3,308	246	1,175	3,175	80	1,099	3,276	326	1,157	3,282	156	1,111	3,278	169	1,200
P-Translation	4,032	246	1,013	3,875	80	1,106	3,993	326	1,037	4,019	156	,993	3,964	169	1,079
P-Presentation	3,634	246	1,260	3,337	80	1,200	3,561	326	1,250	3,480	156	1,302	3,627	169	1,198
P-Homework	3,512	246	1,264	3,000	80	1,509	3,386	326	1,344	3,403	156	1,366	3,372	169	1,330
P-Journals	2,426	246	1,402	2,012	80	1,267	2,325	326	1,380	2,262	156	1,396	2,372	169	1,366
P-Oral Exams	3,162	246	1,295	2,875	80	1,344	3,092	326	1,311	3,115	156	1,264	3,071	169	1,360
P-Reading Aloud	3,813	246	1,187	3,400	80	1,327	3,711	326	1,234	3,756	156	1,256	3,680	169	1,211
P-Short Answer	3,788	246	1,179	3,587	80	1,269	3,739	326	1,203	3,820	156	1,188	3,668	169	1,218
P-Long Answer	3,565	246	1,229	3,375	80	1,205	3,518	326	1,224	3,589	156	1,206	3,449	169	1,243
P-Portfolio	3,414	246	1,428	2,937	80	1,362	3,297	326	1,425	3,294	156	1,468	3,289	169	1,386
P-e-Portfolio	2,658	246	1,424	2,437	80	1,291	2,604	326	1,394	2,532	156	1,411	2,680	169	1,377
PPeer Assessment	3,008	246	1,358	2,850	80	1,313	2,969	326	1,347	2,910	156	1,355	3,035	169	1,335
PSelf Assessment	3,073	245	1,359	3,000	80	1,405	3,055	325	1,368	2,942	156	1,446	3,160	168	1,291
PStructured Grid	2,849	246	2,383	2,650	80	1,388	2,800	326	2,181	2,807	156	1,481	2,804	169	2,675
P-Performance	3,666	246	1,192	3,200	80	1,315	3,552	326	1,238	3,583	156	1,269	3,520	169	1,215
P-Checklists	3,475	246	1,283	3,100	80	1,365	3,383	326	1,311	3,339	156	1,421	3,420	169	1,208
PMultiple Choice	3,890	246	1,167	3,837	80	1,226	3,877	326	1,180	3,929	156	1,170	3,828	169	1,195
P-True False	3,837	246	1,101	3,487	80	1,302	3,751	326	1,162	3,794	156	1,151	3,710	169	1,177
P-Matching	3,829	246	2,221	3,575	80	1,347	3,766	326	2,042	3,628	156	1,320	3,893	169	2,535
P-Projects	3,723	246	1,214	3,200	80	1,444	3,595	326	1,292	3,596	156	1,376	3,597	169	1,216
P-Effort	3,979	246	1,122	3,925	80	1,198	3,966	326	1,140	3,929	156	1,239	4,005	169	1,043
P-Rubrics	3,142	246	1,303	3,037	80	1,382	3,116	326	1,321	3,115	156	1,414	3,112	169	1,236

**Table 9: (Continued)**

Item	Gender						Total			Perceived Identity					
	Female			Male			Total			Introvert			Extrovert		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
P-Observation	3,735	246	1,194	3,700	80	1,256	3,727	326	1,208	3,839	156	1,257	3,627	169	1,158
P-Concept Map	3,012	246	1,291	2,750	80	1,409	2,947	326	1,324	2,948	156	1,371	2,952	169	1,285
P-Drama	3,154	246	1,306	2,737	80	1,473	3,052	326	1,358	3,006	156	1,411	3,094	169	1,314
P-Poster	2,979	246	1,350	2,525	80	1,386	2,868	326	1,371	2,750	156	1,412	2,988	169	1,322
PFill in the blanks	3,573	246	1,178	3,637	80	1,234	3,589	326	1,190	3,673	156	1,203	3,508	169	1,180
P-Retelling	3,723	246	1,176	3,437	80	1,189	3,653	326	1,184	3,673	156	1,234	3,627	169	1,137
P-Attendance	3,004	246	1,496	2,775	80	1,534	2,947	326	1,507	3,000	156	1,565	2,911	169	1,450
P-Dictation	3,658	246	1,130	3,462	80	1,262	3,610	326	1,165	3,628	156	1,192	3,603	169	1,140
P-Paraphrase	3,723	246	1,204	3,737	80	1,155	3,727	326	1,190	3,724	156	1,267	3,727	169	1,121
TSampleQuestion	3,504	246	1,214	3,375	80	1,325	3,472	326	1,241	3,506	156	1,292	3,455	169	1,185

It is clear from Table 9 that 326 pre-service EFL teachers have different mean scores for awareness, use and preferences of assessment techniques in total. As Table 9 shows that the entire population also differs in awareness, use and preferences of assessment techniques according to gender and perceived identity. The mean scores of 326 pre-service EFL teachers with regards to awareness of assessment techniques range from homework  $\bar{X}= 4, 11$  to structured grids  $\bar{X}= 2, 05$ . When the averages scores of awareness rates are taken in terms of gender; female or male students, the mean scores of 246 female students range from homework  $\bar{X}= 4,25$  to structured grids  $\bar{X}= 2, 00$ , while the mean scores of 80 male students range from true-false  $\bar{X}= 4,08$  to structured grids  $\bar{X}= 2,21$ . And, the mean scores of 156 introvert students for awareness of assessment techniques range from true-false  $\bar{X}= 4, 17$  to structured grids  $\bar{X}= 2, 01$ , while the mean scores of 169 extrovert students range from homework  $\bar{X}= 4, 09$  to structured grids  $\bar{X}= 2, 10$ .

As Table 9 shows, from the point of pre-service EFL teachers, the use of assessment techniques by EFL teachers differ remarkably according to the entire population, gender, and perceived identity. The mean scores of 326 pre-service EFL teachers for the use of assessment techniques range from homework  $\bar{X}= 3, 91$  to journals  $\bar{X}= 2, 12$ . Furthermore, the mean scores of 246 female students for the use of assessment techniques range from

homework  $\bar{X}= 3, 95$  to structured grids  $\bar{X}= 2, 13$ , while the mean scores of 80 male students range from the written exams with long answers  $\bar{X}= 3, 78$  to journals  $\bar{X}= 1, 71$ . On the other hand, from the point of 156 introvert students, the mean scores for the use of assessment techniques by teachers range from homework  $\bar{X}= 4, 00$  to journals  $\bar{X}= 2, 08$ , while the mean scores of 169 extrovert students for the use of assessment techniques range from translation  $\bar{X}= 3, 84$  to journals  $\bar{X}= 2, 15$ .

Furthermore, Table 9 presents that the assessment preferences of pre-service EFL teachers differ according to the entire population, gender, and perceived identity. For instance, the mean scores of 326 pre-service EFL teachers in terms of preferring assessment techniques range from translation  $\bar{X}= 3, 99$  to journals  $\bar{X}= 2,32$ . In addition, the mean scores of 246 female students for preferring assessment techniques range from translation  $\bar{X}= 4, 03$  to journals  $\bar{X}= 2, 42$ , while the mean scores of male students for preferring assessment techniques range from the effort students show during the course  $\bar{X}= 3, 92$  to journals  $\bar{X}= 2, 01$ . Additionally, the mean scores of 156 introvert students for the preference of assessment techniques range from translation  $\bar{X}= 4, 01$  to journals  $\bar{X}= 2, 26$ , while the mean scores of 169 extrovert students for preferring assessment techniques range from the effort students show during the course  $\bar{X}= 4, 00$  to journals  $\bar{X}= 2, 37$ .

**Table 10: Descriptive Statistics in terms of Department and Class**

Item	Department						Class					
	DELL			ELT			1			4		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
A-Translation	3,785	196	,844	3,953	130	,795	3,637	171	,859	4,090	155	,724
A-Presentation	3,571	196	1,145	3,769	130	1,075	3,409	171	1,156	3,916	155	1,019
A-Homework	4,112	196	,985	4,115	130	1,046	4,058	171	1,004	4,174	155	1,013
A-Journals	3,045	196	1,411	2,792	130	1,445	2,953	171	1,454	2,935	155	1,403
A-Oral Exam	3,449	196	1,091	3,461	130	1,050	3,239	171	1,093	3,690	155	1,003
A-Reading Aloud	3,918	196	,994	3,938	130	,938	3,695	171	1,018	4,180	155	,848
A-Short Answer	3,826	196	1,123	3,953	130	1,119	3,795	171	1,177	3,967	155	1,053
A-Long Answer	3,642	196	1,111	3,823	130	1,037	3,491	171	1,134	3,961	155	,972
A-Portfolio	3,852	196	1,165	3,138	130	1,304	3,783	171	1,175	3,329	155	1,329
A-e-Portfolio	3,137	196	1,372	2,400	130	1,211	2,883	171	1,362	2,800	155	1,355



**Table 10: (Continued)**

Item	Department						Class					
	DELL			ELT			1			4		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
A-Peer Assessment	3,443	196	1,124	3,484	130	1,202	3,397	171	1,175	3,529	155	1,129
A-Self Assessment	3,199	196	1,275	3,430	130	1,334	3,210	171	1,247	3,380	155	1,359
A-Structured Grid	1,775	196	1,128	2,484	130	1,289	1,918	171	1,165	2,212	155	1,309
A-Performance	3,505	196	1,120	3,815	130	1,076	3,543	171	1,138	3,722	155	1,078
A-Checklist	3,535	196	1,195	3,407	130	1,286	3,415	171	1,268	3,561	155	1,190
A-Multiple Choice	3,959	196	1,075	4,253	130	,874	4,040	171	,984	4,116	155	1,037
A-True False	4,045	196	1,019	4,130	130	,991	4,023	171	,999	4,141	155	1,015
A-Matching	3,913	196	1,061	3,738	130	1,254	3,824	171	1,180	3,864	155	1,105
A-Projects	3,882	196	1,096	3,900	130	1,048	3,842	171	1,013	3,941	155	1,140
A-Effort	3,943	196	1,105	3,953	130	,971	3,941	171	1,055	3,954	155	1,052
A-Rubrics	2,673	196	1,412	3,061	130	1,333	2,754	171	1,349	2,909	155	1,438
A-Observation	3,525	196	1,161	3,900	130	1,002	3,561	171	1,106	3,800	155	1,113
A-Concept Map	2,505	196	1,262	3,423	130	1,244	2,707	171	1,186	3,051	155	1,458
A-Drama	3,020	196	1,403	3,053	130	1,331	2,549	171	1,284	3,567	155	1,269
A-Poster	3,045	196	1,411	3,507	130	1,259	2,988	171	1,367	3,496	155	1,325
A-Fill in the blanks	3,785	196	1,010	4,069	130	,899	3,771	171	1,006	4,038	155	,925
A-Retelling	3,693	196	1,075	3,823	130	1,116	3,497	171	1,097	4,019	155	1,022
A-Attendance	3,510	196	1,258	3,576	130	1,225	3,432	171	1,217	3,651	155	1,266
A-Dictation	3,780	196	,985	3,746	130	1,080	3,660	171	,989	3,883	155	1,050
A-Paraphrase	3,714	196	1,027	3,730	130	1,186	3,473	171	1,128	3,993	155	,983
A-Sample Question	3,346	196	1,110	3,484	130	1,058	3,304	171	1,148	3,509	155	1,015
U-Translation	3,923	196	1,118	3,638	130	1,141	3,719	171	1,209	3,909	155	1,040
U-Presentation	3,494	196	1,279	3,569	130	1,232	3,286	171	1,343	3,787	155	1,104
U-Homework	4,122	196	1,083	3,600	130	1,433	4,081	171	1,219	3,729	155	1,280
U-Journals	2,362	196	1,462	1,761	130	1,032	2,274	171	1,380	1,954	155	1,275
U-Oral Exams	3,250	196	1,270	3,107	130	1,330	3,333	171	1,287	3,038	155	1,288
U-Reading Aloud	3,816	196	1,026	3,869	130	1,177	3,824	171	1,139	3,851	155	1,030
U-Short Answer	3,301	196	1,188	3,438	130	1,257	3,327	171	1,226	3,387	155	1,208
U-Long Answer	3,887	196	1,070	3,730	130	1,126	3,707	171	1,151	3,954	155	1,015
U-Portfolio	3,785	196	1,283	2,700	130	1,434	3,801	171	1,331	2,858	155	1,407
U-e-Portfolio	2,663	196	1,508	1,946	130	1,170	2,462	171	1,476	2,283	155	1,366
UPeer Assessment	3,163	196	1,208	2,730	130	1,345	3,204	171	1,278	2,754	155	1,244

**Table 10: (Continued)**

Item	Department						Class					
	DELL			ELT			1			4		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
U-Self Assessment	2,535	196	1,278	2,361	130	1,294	2,573	171	1,269	2,348	155	1,297
U-Structured Grid	2,020	196	1,227	2,376	130	1,228	2,152	171	1,250	2,174	155	1,228
U-Performance	3,545	196	1,034	3,538	130	1,201	3,678	171	1,055	3,393	155	1,136
U-Checklists	3,311	196	1,335	3,184	130	1,368	3,584	171	1,327	2,903	155	1,283
U-Multiple Coice	3,469	196	1,200	3,715	130	1,149	3,649	171	1,170	3,477	155	1,197
U-True False	3,454	196	1,241	3,438	130	1,329	3,614	171	1,261	3,264	155	1,269
U-Matching	3,275	196	1,267	3,123	130	1,375	3,450	171	1,288	2,954	155	1,291
U-Projects	3,918	196	1,044	3,384	130	1,421	3,888	171	1,124	3,503	155	1,321
U-Effort	3,801	196	1,157	3,461	130	1,258	3,976	171	1,089	3,322	155	1,242
U-Rubrics	2,826	196	1,324	2,730	130	1,298	3,017	171	1,308	2,535	155	1,275
U-Observation	3,295	196	1,182	3,369	130	1,258	3,380	171	1,193	3,264	155	1,233
U-Concep Map	2,398	196	1,322	2,700	130	1,327	2,567	171	1,341	2,464	155	1,320
U-Drama	2,607	196	1,386	2,276	130	1,245	2,122	171	1,242	2,864	155	1,339
U-Poster	2,428	196	1,328	2,469	130	1,336	2,386	171	1,302	2,509	155	1,359
U-Fill in the blanks	3,596	196	1,166	3,515	130	1,208	3,783	171	1,124	3,322	155	1,200
U-Retelling	3,556	196	1,216	3,415	130	1,250	3,584	171	1,201	3,406	155	1,257
U-Attendance	3,408	196	1,291	3,307	130	1,316	3,269	171	1,379	3,477	155	1,202
U-Dictation	3,566	196	1,215	3,476	130	1,149	3,561	171	1,163	3,496	155	1,218
U-Paraphrase	3,765	196	1,135	3,215	130	1,251	3,690	171	1,159	3,387	155	1,250
USampleQuestion	3,418	196	1,122	3,061	130	1,179	3,374	171	1,132	3,167	155	1,177
P-Translation	4,137	196	,886	3,776	130	1,202	4,000	171	1,068	3,987	155	1,006
P-Presentation	3,607	196	1,221	3,492	130	1,295	3,467	171	1,247	3,664	155	1,249
P-Homework	3,607	196	1,254	3,053	130	1,410	3,333	171	1,363	3,445	155	1,324
P-Journals	2,443	196	1,407	2,146	130	1,324	2,386	171	1,419	2,258	155	1,337
P-Oral Exams	3,188	196	1,300	2,946	130	1,319	3,076	171	1,319	3,109	155	1,307
P-Reading Aloud	3,678	196	1,216	3,761	130	1,262	3,701	171	1,212	3,722	155	1,261
P-Short Answer	3,704	196	1,195	3,792	130	1,218	3,713	171	1,248	3,767	155	1,155
P-Long Answer	3,494	196	1,143	3,553	130	1,341	3,485	171	1,224	3,554	155	1,228
P-Portfolio	3,576	196	1,347	2,876	130	1,441	3,502	171	1,415	3,071	155	1,405
P-e-Portfolio	2,775	196	1,432	2,346	130	1,298	2,555	171	1,418	2,658	155	1,369
PPeer Assessment	3,015	196	1,322	2,900	130	1,385	2,953	171	1,349	2,987	155	1,348
PSelf Assessment	3,056	196	1,332	3,054	129	1,426	3,117	171	1,405	2,987	154	1,328

**Table 10: (Continued)**

Item	Department						Class					
	DELL			ELT			1			4		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
P-Structured Grid	2,581	196	1,402	3,130	130	2,971	2,637	171	1,442	2,980	155	2,771
P-Performance	3,612	196	1,274	3,461	130	1,182	3,584	171	1,245	3,516	155	1,234
P-Checklists	3,469	196	1,314	3,253	130	1,301	3,450	171	1,306	3,309	155	1,317
P-Multiple Choice	3,831	196	1,205	3,946	130	1,143	3,941	171	1,130	3,806	155	1,233
P-True False	3,750	196	1,124	3,753	130	1,220	3,894	171	1,079	3,593	155	1,231
P-Matching	3,872	196	2,415	3,607	130	1,284	3,748	171	1,237	3,787	155	2,667
P-Projects	3,709	196	1,173	3,423	130	1,440	3,760	171	1,205	3,412	155	1,361
P-Effort	4,107	196	1,049	3,753	130	1,239	4,099	171	1,114	3,819	155	1,153
P-Rubrics	3,137	196	1,311	3,084	130	1,341	3,239	171	1,335	2,980	155	1,296
P-Observation	3,734	196	1,207	3,715	130	1,215	3,666	171	1,241	3,793	155	1,171
P-Concept Map	2,801	196	1,283	3,169	130	1,359	2,818	171	1,291	3,090	155	1,350
P-Drama	3,076	196	1,377	3,015	130	1,335	2,777	171	1,349	3,354	155	1,308
P-Poster	2,903	196	1,394	2,815	130	1,339	2,731	171	1,421	3,019	155	1,301
P-Fill in the blanks	3,648	196	1,186	3,500	130	1,195	3,649	171	1,229	3,522	155	1,147
P-Retelling	3,816	196	1,075	3,407	130	1,298	3,608	171	1,204	3,703	155	1,163
P-Attendance	3,066	196	1,509	2,769	130	1,491	2,900	171	1,524	3,000	155	1,490
P-Dictation	3,714	196	1,095	3,453	130	1,252	3,655	171	1,169	3,561	155	1,162
P-Paraphrase	3,872	196	1,095	3,507	130	1,295	3,719	171	1,209	3,735	155	1,173
P-Sample Question	3,581	196	1,223	3,307	130	1,256	3,403	171	1,262	3,548	155	1,217

It is clear from Table 10 that both departments have different mean scores for awareness, use and preferences of assessment techniques. The mean scores of 196 pre-service EFL teachers from DELL departments with regards to awareness of assessment techniques range from homework  $\bar{X}= 4,11$  to structured grids  $\bar{X}= 1,77$ , while the mean scores of 130 pre-service teachers from ELT departments in terms of awareness of language assessment techniques range from multiple-choice tests  $\bar{X}= 4,25$  to e-portfolio  $\bar{X}= 2,40$ . When the averages scores of awareness rates are taken in terms of class; freshman or senior students, the mean scores of 171 freshman students range from homework  $\bar{X}= 4,05$  to structured grids  $\bar{X}= 1,91$ , while the mean scores of 155 senior students range from reading aloud  $\bar{X}= 4,18$  to structured grids  $\bar{X}= 2,21$ .

As Table 10 shows, from the point of pre-service EFL teachers, the use of assessment techniques by EFL teachers differ remarkably in DELL and ELT departments. The mean scores of 196 pre-service teachers from DELL for the use of assessment techniques range from homework  $\bar{X}= 4,12$  to structured grids  $\bar{X}= 2, 02$ , while the mean scores of 130 pre-service EFL teachers from ELT range from reading aloud  $X= 3,86$  to journals  $\bar{X}= 1, 76$ . Additionally, the mean scores of 171 freshman students for the use of assessment techniques range from homework  $\bar{X}= 4, 08$  to drama  $\bar{X}= 2, 12$ , while the mean scores of 155 senior students range from the written exams with long answers  $\bar{X}= 3, 95$  to journals  $\bar{X}= 1, 95$ .

Moreover, Table 10 presents that the assessment preferences of pre-service EFL teachers differ according to the departments and class. For instance, the mean scores of 196 pre-service EFL teachers from DELL in terms of preferring assessment techniques range from translation  $\bar{X}= 4,13$  to journals  $\bar{X}= 2,44$ , while the mean scores of 130 pre-service EFL teachers from ELT with regards to assessment techniques range from multiple-choice  $\bar{X}= 3,94$  to journals  $\bar{X}= 2,14$ . On the other hand, the mean scores of 171 freshman students for the preference of assessment techniques range from the effort students show during the course  $\bar{X}= 4, 09$  to journals  $\bar{X}= 2, 38$ , while the mean scores of 155 senior students for preferring assessment techniques range from translation  $\bar{X}= 3, 98$  to journals  $\bar{X}= 2, 25$ .

#### **4.2.1.1. Gender Difference**

In this part of the study, the difference between gender and language assessment technique in terms of awareness, use and preferences were explained according to Mann Whitney U test.

Table 11 presents the difference between the gender and language assessment techniques in terms of the items of awareness, use, and preferences as stated in the following table 11. With regards to awareness of language assessment techniques, there is a significant difference between gender and assessment techniques in favor of female students. Female students are significantly more aware of the assessment techniques; homework ( $p= ,001$ ), journals ( $p= ,001$ ), poster ( $p= ,002$ ) and retelling ( $p= ,014$ ). The learning styles of the female participants may have an effect on the preferences of language

assessment techniques; because the focus groups show that females are prone to choose assessment techniques based performance such as writing and creating a poster. The findings also indicate that there is no significant difference between female and male students in terms of awareness of other assessment techniques.

**Table 11: Difference between Female and Male in terms of Assessment Techniques**

Item	Gender	N	Mean Ranks	Sum of Ranks	P
A-Homework	Female	246	175,70	43222,50	,001
	Male	80	125,98	10078,50	
A-Journals	Female	246	176,75	43480,50	,001
	Male	80	122,76	9820,50	
A-Poster	Female	246	172,68	42479,00	,002
	Male	80	135,28	10822,00	
A-Retelling	Female	246	170,52	41948,00	,014
	Male	80	141,91	11353,00	
U-Journals	Female	246	171,68	42233,00	,003
	Male	80	138,35	11068,00	
U-Portfolio	Female	246	171,29	42137,00	,007
	Male	80	139,55	11164,00	
U-ePortfolio	Female	246	169,24	41632,00	,044
	Male	80	145,86	11669,00	
U-PeerAssessment	Female	246	170,80	42017,00	,012
	Male	80	141,05	11284,00	
U-Performance	Female	246	172,37	42404,00	,002
	Male	80	136,21	10897,00	
U-Matching	Female	246	169,31	41651,00	,045
	Male	80	145,63	11650,00	
U-Projects	Female	246	170,32	41899,50	,017
	Male	80	142,52	11401,50	
U-Observation	Female	246	169,25	41635,00	,046
	Male	80	145,82	11666,00	
U-Concept Map	Female	246	169,75	41759,00	,030
	Male	80	144,28	11542,00	
U-Drama	Female	246	169,43	41679,00	,040
	Male	80	145,28	11622,00	
U-Poster	Female	246	170,57	41959,50	,014
	Male	80	141,77	11341,50	
U-Retelling	Female	246	172,64	42468,50	,002
	Male	80	135,41	10832,50	
P-Homework	Female	246	170,90	42042,00	,011
	Male	80	140,74	11259,00	
P-Journals	Female	246	170,29	41890,50	,018
	Male	80	142,63	11410,50	
P-Reading aloud	Female	246	170,56	41958,50	,014
	Male	80	141,78	11342,50	
P-Portfolio	Female	246	171,38	42158,50	,007
	Male	80	139,28	11142,50	
P-Performance	Female	246	171,54	42198,00	,005
	Male	80	138,79	11103,00	
P-Checklists	Female	246	169,85	41782,50	,029
	Male	80	143,98	11518,50	
P-Projects	Female	246	171,53	42196,50	,005
	Male	80	138,81	11104,50	
P-Drama	Female	246	170,50	41942,00	,016
	Male	80	141,99	11359,00	
P-Poster	Female	246	171,18	42110,00	,008
	Male	80	139,89	11191,00	
P-Retelling	Female	246	169,17	41616,00	,049
	Male	80	146,06	11685,00	

As for the questionnaire on use of language assessment techniques, there is a significant difference between males and females in terms of use of assessment techniques concerning the items given in Table 9. From the point of the female participants; journals ( $p=,003$ ), portfolios ( $p=,007$ ), e-portfolios ( $p=,044$ ), peer assessment ( $p=,012$ ), performance-based assessment ( $p=,002$ ), matching ( $p=,045$ ), projects ( $p=,017$ ), observation ( $p=,046$ ), concept-maps ( $p=,030$ ), drama ( $p=,040$ ), poster ( $p=,014$ ) and retelling ( $p=,002$ ) are remarkably more used in prep-classes. Since all the language assessment techniques are related to alternative assessment techniques, it may be stated that female participants pay more attention to process-oriented techniques used by teachers when compared to male students.

With regard to language assessment preferences, there is a significant difference between gender and language assessment techniques in favor of females, as stated in Table 11. The female participants of the study prefer more significantly the language assessment techniques; homework ( $p=,011$ ), journals ( $p=,018$ ), reading aloud ( $p=,014$ ), portfolios ( $p=,007$ ), performance-based assessment ( $p=,005$ ), checklists ( $p=,029$ ), projects ( $p=,005$ ), drama ( $p=,016$ ), poster ( $p=,008$ ) and retelling ( $p=,049$ ) respectively.

Table 11 shows that there is a significant difference between male and female students in terms of preferring language assessment techniques (LAT) in classroom, the items which have significant difference were given in Table 11 above. On the other hand, Birenbaum (1997) found that gender does not show any significant difference between male and female students when a comparison was made according to Mann Whitney U Test. Furthermore, while there are significance differences between male and female students regarding assessment techniques, there is no significant difference concerning other variables of language assessment techniques, as Birenbaum (1997) suggests.

Furthermore, the data show that female pre-service EFL teachers want to be assessed with language assessment techniques which they are aware of and used in a course by teachers. These are 'poster, journals and retelling.' In this respect, it may be stated that use and awareness of language assessment techniques may have an effect on their preferences by students.

#### 4.2.1.2. Perceived Identity

In this part of the study, the difference between perceived identity and language assessment techniques were given according to the findings of Mann Whitney U table above.

**Table 12: Difference between Perceived Identity in terms of Assessment Techniques**

Item	Perceived Identity	N	Mean Ranks	Sum of Ranks	P
A-Drama	Introvert	156	142,13	22171,50	,001
	Extrovert	169	182,27	30803,50	
U-True False	Introvert	156	174,20	27174,50	,034
	Extrovert	169	152,67	25800,50	
P-Observation	Introvert	156	173,90	27129,00	,036
	Extrovert	169	152,93	25846,00	

Table 12 shows the difference between the perceived identity and the language assessment techniques in terms of awareness, use and preferences. The table presents that there is a significant difference between introvert and extrovert in terms of drama ( $p=,001$ ). Extrovert students are more aware of the assessment technique ‘drama’ in EFL classes. In this sense, Kayaoğlu (2013) found out in his study on extroversion and introversion that extrovert students integrate more communicative strategies into learning and this fact may be one of the reasons of the preference of drama by extrovert pre-service EFL teachers.

According to Table 12, there is also significant difference between perceived identity and true-false questions in favor of introvert students ( $p=, 034$ ). Introvert students acknowledged that their teachers use true/false questions in examinations more often. Additionally, the data show that there is a significant difference between perceived identity and observation on behalf of introvert students ( $p=, 036$ ). Introvert students are more prone to prefer observation as an assessment and evaluation technique. Skehan (2004) supports this view by claiming that introvert people like the activities which are done alone and like observing other people and environment. Since observation is one of the characteristics of the introvert people, it may be suggested that they prefer assessment techniques according to their personalities.

On the other hand, the data shows that there is no significant difference between the perceived identity and language assessment techniques in terms of awareness, use and preferences for the other variables. Therefore, introvert and extrovert pre-service EFL teachers have similar awareness rates for language assessment techniques and they prefer similar assessment techniques.

The findings of qualitative data show that there is no significance difference between perceived identity and other variables of the questionnaires. Similarly, the participants of focus group interviews explained that even though they feel themselves more introvert, they prefer alternative assessment techniques such as presentations and drama. The participants suggest that if these techniques are used in EFL courses, their stress level may debilitate.

#### **4.2.1.3. Departments**

Table 13 shows the difference between English literature and English language teaching departments in terms of awareness, use and preferences of language assessment techniques. The data shows that there is a significant difference between two different departments concerning certain language assessment techniques. As shown in Table 13, the participants from English language and literature departments are significantly more aware of the assessment techniques; ‘portfolios (p=,001) and E-portfolios (p=,001)’ than the students attending English language teaching departments. On the other hand, the participants from English language teaching departments are significantly more aware of the assessment techniques; ‘structured grids (p=,001), performance-based assessment (p=,011), multiple-choice questions (p=,017), rubrics (p=,013), observation (p=,005), concept-maps (p=,001), poster (p=,005) and fill-in-the-blanks (p=,011)’ than the students attending English language and literature departments.



**Table 13: Difference between Departments in terms of Assessment Techniques**

Item	Department	N	Mean Ranks	Sum of Ranks	P
A-Portfolio	DELL	196	183,94	36052,50	,001
	ELT	130	132,68	17248,50	
A-eportfolio	DELL	196	183,15	35896,50	,001
	ELT	130	133,88	17404,50	
A-Grids	DELL	196	143,12	28051,00	,001
	ELT	130	194,23	25250,00	
A-Performance-based	DELL	196	153,06	29999,00	,011
	ELT	130	179,25	23302,00	
A-Multiple Choice	DELL	196	153,95	30174,00	,017
	ELT	130	177,90	23127,00	
A-Rubrics	DELL	196	153,19	30026,00	,013
	ELT	130	179,04	23275,00	
A-Observation	DELL	196	152,16	29822,50	,005
	ELT	130	180,60	23478,50	
A-Concept Maps	DELL	196	138,14	27074,50	,001
	ELT	130	201,74	26226,50	
A-Poster	DELL	196	151,70	29734,00	,005
	ELT	130	181,28	23567,00	
A-Fillintheblanks	DELL	196	153,26	30039,50	,011
	ELT	130	178,93	23261,50	
U-Translation	DELL	196	173,20	33946,50	,017
	ELT	130	148,88	19354,50	
U-Homework	DELL	196	175,67	34431,00	,002
	ELT	130	145,15	18870,00	
U-Journals	DELL	196	177,15	34721,00	,001
	ELT	130	142,92	18580,00	
U-Portfolio	DELL	196	190,72	37381,00	,001
	ELT	130	122,46	15920,00	
U-eportfolio	DELL	196	180,68	35412,50	,001
	ELT	130	137,60	17888,50	
U-Peer assessment	DELL	196	175,21	34342,00	,005
	ELT	130	145,84	18959,00	
U-Grids	DELL	196	152,63	29916,00	,007
	ELT	130	179,88	23385,00	
U-Projects	DELL	196	176,20	34535,00	,002
	ELT	130	144,35	18766,00	
U-Effort	DELL	196	173,80	34065,50	,012
	ELT	130	147,97	19235,50	
U-Concept Maps	DELL	196	155,06	30391,50	,041
	ELT	130	176,23	22909,50	
U-Drama	DELL	196	171,95	33703,00	,040
	ELT	130	150,75	19598,00	
U-Paraphrase	DELL	196	180,05	35289,50	,001
	ELT	130	138,55	18011,50	
U-Samples	DELL	196	174,08	34119,00	,010
	ELT	130	147,55	19182,00	
P-Translation	DELL	196	173,12	33932,00	,017
	ELT	130	148,99	19369,00	
P-Homework	DELL	196	177,96	34879,50	,001
	ELT	130	141,70	18421,50	
P-eportfolio	DELL	196	174,51	34204,50	,008
	ELT	130	146,90	19096,50	
P-Grids	DELL	196	154,49	30280,50	,029
	ELT	130	177,08	23020,50	
P-Effort	DELL	196	173,69	34042,50	,011
	ELT	130	148,14	19258,50	
P-Concept Maps	DELL	196	153,56	30097,50	,017
	ELT	130	178,49	23203,50	
P-Retelling	DELL	196	174,59	34219,00	,007
	ELT	130	146,78	19082,00	
P-Paraphrase	DELL	196	173,41	33989,00	,015
	ELT	130	148,55	19312,00	
P-Samples	DELL	196	171,69	33651,00	,047
	ELT	130	151,15	19650,00	

According to Mann Whitney U test, there is a significant difference between English Language and Literature and English language teaching departments in terms of integration of language assessment techniques. The data shows that the languages assessment techniques ‘translation (p=,017), journals (p=,002), portfolios (p=,001), e-portfolios (p=,001), peer assessment (p=,005), projects (p=,002), the effort students show during the course (p=,012), concept maps (p=,041), drama (p=,040), paraphrasing (p=,001) and the questions with samples (p=,010)’ are significantly more used by lecturers in English Language and Literature departments. In contrast, the language assessment techniques ‘structured grids (p=, 007) and concept maps (p=, 041)’ are significantly more used in English language teaching departments.

As for the choices of pre-service EFL teachers, there is a significant difference between English literature and English language teaching departments concerning language assessment preferences. The data show that the language assessment techniques ‘translation (p=, 017), homework (p=, 001), e-portfolios (p=, 008), the effort students show during the course (p=, 011), retelling (p=, 007), paraphrasing (p=, 015) and the questions with samples (p=, 047)’ are significantly more preferred by pre-service EFL teachers attending English language and literature departments. On the other hand, the findings show that the language assessment techniques ‘structured grids (p=, 029) and concept maps (p=, 017)’ are significantly more preferred by pre-service EFL teachers.

On the grounds of these facts, it may be asserted that the techniques used in EFL or DELL classes affect the assessment preferences of students. For example, portfolio (p=, 001) and e-portfolio (p=, 001) are significantly more used in DELL classes and these techniques are more preferred by the participants from these departments. Similarly, structured grids (p=, 007) and concept maps (p=, 017) are significantly more used in ELT departments and students prefer these assessment techniques. Therefore, it may be suggested that teachers’ habits have an influence on students’ preferences.

#### **4.2.2. Differences between Freshman and Senior Students**

In this part of the study, the difference between grades of pre-service EFL teachers and language assessment techniques concerning the awareness, use and preferences, were

explained. Moreover, the differences between freshman and senior students from KTUDELL1-KTUDELL4 and ATAELT1-ATAELT4 were examined.

#### 4.2.2.1. Freshman and Senior Students

Table 14 below summarizes the difference between freshman and senior pre-service EFL teachers with regard to awareness, use and preferences of language assessment techniques.

**Table 14: Difference between Year of School in terms of Assessment Techniques**

Item	Class/General	N	Mean Ranks	Sum of Ranks	P
A-Translation	1	171	140,59	24041,00	,001
	4	155	188,77	29260,00	
A-Presentation	1	171	143,82	24594,00	,001
	4	155	185,21	28707,00	
A-OralExam	1	171	145,58	24894,50	,001
	4	155	183,27	28406,50	
A-Readingaloud	1	171	142,29	24331,50	,001
	4	155	186,90	28969,50	
A-Longanswers	1	171	144,36	24685,00	,001
	4	155	184,62	28616,00	
A-Portfolio	1	171	178,55	30531,50	,002
	4	155	146,90	22769,50	
A-Grids	1	171	154,26	26378,00	,044
	4	155	173,70	26923,00	
A-Observation	1	171	153,29	26213,00	,032
	4	155	174,76	27088,00	
A-ConceptMaps	1	171	151,86	25968,00	,016
	4	155	176,34	27333,00	
A-Drama	1	171	130,97	22396,50	,001
	4	155	199,38	30904,50	
A-Poster	1	171	147,00	25137,00	,001
	4	155	181,70	28164,00	
A-Fillintheblanks	1	171	151,65	25933,00	,012
	4	155	176,57	27368,00	
A-Retelling	1	171	142,19	24314,00	,001
	4	155	187,01	28987,00	
A-Dictation	1	171	152,92	26150,00	,026
	4	155	175,17	27151,00	
A-Paraphrase	1	171	143,08	24467,00	,001
	4	155	186,03	28834,00	

**Table 14: (Continued)**

Item	Class/General	N	Mean Ranks	Sum of Ranks	P
U-Presentation	1	171	147,42	25208,00	,001
	4	155	181,25	28093,00	
U-Homework	1	171	176,98	30263,00	,004
	4	155	148,63	23038,00	
U-Journals	1	171	173,82	29722,50	,025
	4	155	152,12	23578,50	
U-Oralexams	1	171	173,63	29690,50	,037
	4	155	152,33	23610,50	
U-Portfolio	1	171	192,69	32949,50	,001
	4	155	131,30	20351,50	
U-Peerassessment	1	171	178,32	30492,50	,002
	4	155	147,15	22808,50	
U-Grids	1	171	174,07	29765,50	,027
	4	155	151,84	23535,50	
U-Checklists	1	171	186,47	31886,50	,001
	4	155	138,16	21414,50	
U-Truefalse	1	171	176,08	30110,50	,009
	4	155	149,62	23190,50	
U-Matching	1	171	180,42	30852,50	,001
	4	155	144,83	22448,50	
U-Projects	1	171	175,79	30060,50	,010
	4	155	149,94	23240,50	
U-Effort	1	171	187,72	32100,00	,001
	4	155	136,78	21201,00	
U-Rubrics	1	171	179,31	30661,50	,001
	4	155	146,06	22639,50	
U-Drama	1	171	138,97	23764,00	,001
	4	155	190,56	29537,00	
U-Fillintheblanks	1	171	180,76	30909,50	,001
	4	155	144,46	22391,50	
U-Paraphrase	1	171	174,20	29788,00	,026
	4	155	151,70	23513,00	
P-Portfolio	1	171	177,28	30314,50	,005
	4	155	148,30	22986,50	
P-True false	1	171	173,86	29729,50	,030
	4	155	152,07	23571,50	
P-Projects	1	171	174,20	29788,00	,026
	4	155	151,70	23513,00	
P-Effort	1	171	175,39	29991,50	,011
	4	155	150,38	23309,50	
P-Drama	1	171	144,89	24775,50	,001
	4	155	184,04	28525,50	
P-Poster	1	171	153,82	26303,50	,047
	4	155	174,18	26997,50	

Table 14 shows the difference between freshman and senior students in terms of awareness, use and preferences for specific variables stated in the table. According to the findings, there is a significant difference between freshman and senior students concerning awareness in favor of senior grades. Senior participants are significantly more aware of the language assessment techniques; ‘translation (p=,001), presentation (p=,001), oral exams (p=,001), reading aloud (p=,001), the written exam with long answers (p=,001), structured grids (p=,044), observation (p=,032), concept maps (p=,016), drama (p=,001), poster (p=,001), fill-in-the-blanks (p=,012), retelling (p=,001), dictation (p=,026) and paraphrasing (p=,001).’ On the other hand, freshman students are more aware of the portfolios (p=,002). This fact may be connected to prep-classes, because they have to take intensive English courses at this stage, and they prepare portfolios in writing courses.

The findings of the study present that there is a significant difference between freshman and senior students for use of assessment techniques by EFL teachers in favor of senior students. Presentation (p=,001), homework (p=,004), matching (p=,001), projects (p=,010), the effort that students show during the course (p=,001), rubrics (p=,001), drama (p=,001), fill-in-the-blanks(p=,001) and paraphrasing (p=,026) are significantly more integrated in senior grades. In contrast, journals (p=,025), oral exams (p=,037), portfolio (p=,001), peer assessment (p=,002), checklists (p=,002), true/false questions (p=,009) are more used for freshman students.

As for language assessment preferences, freshman students significantly prefer, in comparison with senior students, portfolio (p=,005), true-false questions (p=,030), projects (p=,026) and the effort that students show during the course (p=,011). In contrast, senior students significantly differ from freshman students in the preference for drama (p=,001) and poster (p=,047).

#### **4.2.2.2. ATAELT1-ATAELT4**

This part examines the difference between freshman and senior students attending English language teaching department of Atatürk University. There is a significant difference between freshman and senior with regard to their awareness of language assessment techniques given in Table 15 below. Senior students are significantly more

aware of presentations (p=,023), oral exams (p=,005), reading aloud (p=,001), written exams with short answers (p=,025), written exams with long answers (p=,003), performance-based assessment (p=,033), checklists (p=,020), multiple-choice tests (p=,002), true-false questions (p=,004), the effort that students show during the course (p=,008), rubrics (p=,049), concept maps (p=,016), drama (p=,001), poster (p=,001) and fill-in-the-blanks (p=,005).

**Table 15: Difference between ATAELT1 and ATAELT4**

Item	Department	N	Mean Ranks	Sum of Ranks	P
A-Presentation	ATAELT1	30	43,90	1317,00	,023
	ATAELT4	78	58,58	4569,00	
A-Oral exam	ATAELT1	30	41,53	1246,00	,005
	ATAELT4	78	59,49	4640,00	
A-Reading aloud	ATAELT1	30	38,62	1158,50	,001
	ATAELT4	78	60,61	4727,50	
A-Short answer	ATAELT1	30	44,17	1325,00	,025
	ATAELT4	78	58,47	4561,00	
A-Long answer	ATAELT1	30	40,88	1226,50	,003
	ATAELT4	78	59,74	4659,50	
A-Performance	ATAELT1	30	44,65	1339,50	,033
	ATAELT4	78	58,29	4546,50	
A-Checklists	ATAELT1	30	43,55	1306,50	,020
	ATAELT4	78	58,71	4579,50	
A-Multiple Choice	ATAELT1	30	40,53	1216,00	,002
	ATAELT4	78	59,87	4670,00	
A-True False	ATAELT1	30	41,45	1243,50	,004
	ATAELT4	78	59,52	4642,50	
A-Effort	ATAELT1	30	42,25	1267,50	,008
	ATAELT4	78	59,21	4618,50	
A-Rubrics	ATAELT1	30	45,22	1356,50	,049
	ATAELT4	78	58,07	4529,50	
A-Concept Map	ATAELT1	30	43,22	1296,50	,016
	ATAELT4	78	58,84	4589,50	
A-Drama	ATAELT1	30	37,02	1110,50	,001
	ATAELT4	78	61,22	4775,50	
A-Poster	ATAELT1	30	35,20	1056,00	,001
	ATAELT4	78	61,92	4830,00	
A-Fillintheblanks	ATAELT1	30	41,87	1256,00	,005
	ATAELT4	78	59,36	4630,00	
U-Homework	ATAELT1	30	42,32	1269,50	,010
	ATAELT4	78	59,19	4616,50	
U-Multiple Choice	ATAELT1	30	44,77	1343,00	,037
	ATAELT4	78	58,24	4543,00	
U-True False	ATAELT1	30	43,10	1293,00	,016
	ATAELT4	78	58,88	4593,00	
U-Drama	ATAELT1	30	43,75	1312,50	,022
	ATAELT4	78	58,63	4573,50	
P-Short answer	ATAELT1	30	41,27	1238,00	,005
	ATAELT4	78	59,59	4648,00	
P-Multiple Choice	ATAELT1	30	40,75	1222,50	,003
	ATAELT4	78	59,79	4663,50	
P-True False	ATAELT1	30	40,88	1226,50	,004
	ATAELT4	78	59,74	4659,50	

**Table 15: (Continued)**

Item	Department	N	Mean Ranks	Sum of Ranks	P
P-Matching	ATAELT1	30	38,85	1165,50	,001
	ATAELT4	78	60,52	4720,50	
P-Concept Map	ATAELT1	30	43,83	1315,00	,024
	ATAELT4	78	58,60	4571,00	
P-Drama	ATAELT1	30	43,08	1292,50	,016
	ATAELT4	78	58,89	4593,50	

With regard to use of assessment techniques in the classroom, as shown in Table 15, there is statistically significant difference between freshman and senior students considering the language assessment techniques given in Table 13 above. Homework ( $p=,010$ ), multiple-choice tests ( $p=,037$ ), true-false questions ( $p=,016$ ) and drama ( $p=,022$ ) are significantly more used by lecturers for senior pre-service EFL teachers.

Table 15 also shows that there is a significant difference between freshman and senior students attending English language department of Atatürk University for the preferences of language assessment techniques given in Table 15 above. Written exams with short answers ( $p=, 005$ ), multiple-choice tests ( $p=, 003$ ), matching ( $p=, 001$ ), concept-maps ( $p=, 24$ ) and drama ( $p=, 016$ ) are significantly more preferred by senior pre-service EFL teachers. The findings of the current study show parallelism with previous studies in terms of simple/multiple choice tests (Bal, 2012; Birenbaum and Feldman, 1998; Watering, Gijbels et al., 2008). The studies reveal that students are in favor of taking simple/multiple choice tests during assessment and evaluation process. Furthermore, the findings of the other studies related to the alternative assessment types do show similarities with the current research for some assessment techniques (Bal, 2012; Büyüköztürk and Gülbahar, 2010). Bal (2012) claims that students prefer alternative assessment techniques rather than traditional assessment techniques.

The data show that multiple-choice tests are both used by teachers and preferred by pre-service EFL teachers. In this respect, it may be asserted that the language assessment techniques used by lecturers have an impact on assessment preferences of students.

#### 4.2.2.3. KTUDELL1-KTUDELL2

The following table shows the difference between KTUDELL1 and KTUDELL4 in terms of awareness, use and preferences of language assessment techniques given below. The findings of the table present that there are statistically significant differences between the two group in terms of certain variables.

**Table 16: Difference between KTUDELL1-KTUDELL4**

Item	Class/General	N	Mean Ranks	Sum of Ranks	P
A-Translation	KTUDELL1	119	70,99	8447,50	,001
	KTUDELL4	45	112,94	5082,50	
A-Presentation	KTUDELL1	119	73,12	8701,50	,001
	KTUDELL4	45	107,30	4828,50	
A-Oral exam	KTUDELL1	119	76,99	9162,00	,012
	KTUDELL4	45	97,07	4368,00	
A-Reading aloud	KTUDELL1	119	75,40	8973,00	,001
	KTUDELL4	45	101,27	4557,00	
A-Long answer	KTUDELL1	119	77,54	9227,50	,024
	KTUDELL4	45	95,61	4302,50	
A-Checklists	KTUDELL1	119	77,17	9183,50	,015
	KTUDELL4	45	96,59	4346,50	
A-Project	KTUDELL1	119	76,19	9067,00	,004
	KTUDELL4	45	99,18	4463,00	
A-Drama	KTUDELL1	119	72,24	8596,00	,001
	KTUDELL4	45	109,64	4934,00	
A-Poster	KTUDELL1	119	76,95	9156,50	,013
	KTUDELL4	45	97,19	4373,50	
A-Retelling	KTUDELL1	119	72,34	8609,00	,001
	KTUDELL4	45	109,36	4921,00	
A-Paraphrase	KTUDELL1	119	73,62	8761,00	,001
	KTUDELL4	45	105,98	4769,00	
U-Presentation	KTUDELL1	119	77,27	9195,00	,018
	KTUDELL4	45	96,33	4335,00	
U-Homework	KTUDELL1	119	87,21	10377,50	,025
	KTUDELL4	45	70,06	3152,50	
U-Journals	KTUDELL1	119	90,09	10720,50	,001
	KTUDELL4	45	62,43	2809,50	
U-Oral exams	KTUDELL1	119	89,01	10592,00	,003
	KTUDELL4	45	65,29	2938,00	
U-Long answer	KTUDELL1	119	76,87	9147,50	,010
	KTUDELL4	45	97,39	4382,50	



**Table 16: (Continued)**

Item	Class/General	N	Mean Ranks	Sum of Ranks	P
U-Portfolio	KTUDELL1	119	91,42	10879,00	,001
	KTUDELL4	45	58,91	2651,00	
U-Peer assessment	KTUDELL1	119	90,73	10797,00	,001
	KTUDELL4	45	60,73	2733,00	
U-Self assessment	KTUDELL1	119	91,97	10944,00	,001
	KTUDELL4	45	57,47	2586,00	
U-Checklists	KTUDELL1	119	92,27	10980,00	,001
	KTUDELL4	45	56,67	2550,00	
U-True False	KTUDELL1	119	90,14	10726,50	,001
	KTUDELL4	45	62,30	2803,50	
U-Matching	KTUDELL1	119	90,35	10751,50	,001
	KTUDELL4	45	61,74	2778,50	
U-Effort	KTUDELL1	119	91,37	10873,50	,001
	KTUDELL4	45	59,03	2656,50	
U-Rubrics	KTUDELL1	119	90,39	10756,00	,001
	KTUDELL4	45	61,64	2774,00	
U-Drama	KTUDELL1	119	73,26	8717,50	,001
	KTUDELL4	45	106,94	4812,50	
U-Fill in the blanks	KTUDELL1	119	88,29	10506,50	,008
	KTUDELL4	45	67,19	3023,50	
U-Dictation	KTUDELL1	119	87,34	10393,50	,028
	KTUDELL4	45	69,70	3136,50	
P-Presentation	KTUDELL1	119	77,87	9267,00	,036
	KTUDELL4	45	94,73	4263,00	
P-Grids	KTUDELL1	119	76,60	9115,00	,008
	KTUDELL4	45	98,11	4415,00	
P-Observation	KTUDELL1	119	77,69	9245,00	,028
	KTUDELL4	45	95,22	4285,00	
P-Drama	KTUDELL1	119	73,02	8689,00	,001
	KTUDELL4	45	107,58	4841,00	
P-Poster	KTUDELL1	119	77,18	9184,50	,017
	KTUDELL4	45	96,57	4345,50	

Findings with regard to the awareness of language assessment techniques present the difference between freshman and senior students for specific techniques given in Table 16 above. Senior students attending DELL are significantly more aware of the techniques ‘translation (p=,001), presentation (p=,001), oral exams (p=,012), reading aloud (p=,001), written exams with long answers (p=,024), checklists (p=,015), projects (p=,004), drama (p=,001), poster (p=,013), retelling (p=,001) and paraphrasing (p=,001).’ Owing to the fact that the participants from DELL department take intensive courses in English literature,

these techniques may be more appropriate for assessing the proficiencies of pre-service EFL teachers. Hence, the regular use of these techniques throughout freshman, sophomore, junior and senior years may increase the awareness of students considering these assessment techniques.

With respect to the use of language assessment techniques, there is statistically significant difference between freshman and senior students in terms of the techniques given in Table 16 above. Homework ( $p=,025$ ), journals ( $p=,001$ ), oral exams ( $p=,003$ ), portfolio ( $p=,001$ ), peer assessment ( $p=,001$ ), self-assessment ( $p=,001$ ), checklists ( $p=,001$ ), true-false questions ( $p=,001$ ), matching ( $p=,001$ ), the effort that students show during the course ( $p=,001$ ), rubrics ( $p=,001$ ), fill-in-the-blanks ( $p=,001$ ) and dictation ( $p=,028$ ) are significantly more used by lecturers in first grades. Presentation ( $p=,018$ ), written exam with long answers ( $p=,010$ ) and drama ( $p=,001$ ), however, are significantly more used with fourth grade students attending English Language and Literature department.

Using rubrics corresponded to the findings of previous studies (Stevens and Levi, 2005). It was found that rubrics provide students a detailed map of their performance. From this point of view, Panadero and Romero (2014) claim that the students encountering rubrics use more learning strategies, and their anxiety level decreases significantly.

Table 16 also shows the difference between freshman and senior students attending DELL concerning the language assessment techniques given in the table. The findings of the research reveal that there is a significant difference in preferences of presentation ( $p=,036$ ), structured grids ( $p=,008$ ), observation ( $p=,028$ ), drama ( $p=,001$ ) and poster ( $p=,017$ ) in favor of senior pre-service EFL teachers. These findings are associated with the findings of qualitative research in that the fourth grade participants taking role in focus groups expressed that they want to be assessed and evaluated with presentation and drama.

#### **4.2.3. Difference between Departments**

Table 17 presents the difference between departments in terms of awareness, use and preferences of language assessment techniques given below.

**Table 17: Difference between Departments**

Item	Department	N	Mean Ranks	P	df	$\chi^2$	Mann Whitney U
A-Portfolio	KTUDELL	164	194,46	,001	3	43,629	KTUDELL-ATAELT KTUDELL-ATAELT KTUDELL-ATAELT
	KTUEL	22	175,02				
	ATADELL	32	130,02				
	ATAELT	108	124,06				
A-eportfolio	KTUDELL	164	186,30	,001	3	24,207	KTUDELL-ATAELT
	KTUEL	22	148,45				
	ATADELL	32	166,95				
	ATAELT	108	130,91				
A-Grids	KTUDELL	164	143,79	,001	3	31,630	KTUDELL-ATAELT ATADELL-ATAELT
	KTUEL	22	157,36				
	ATADELL	32	139,69				
	ATAELT	108	201,74				
A-Performance	KTUDELL	164	151,94	,010	3	11,440	KTUDELL-KTUEL KTUDELL-ATAELT KTUDELL-ATAELT
	KTUEL	22	217,68				
	ATADELL	32	158,78				
	ATAELT	108	171,42				
A-Checklists	KTUDELL	164	171,50	,020	3	9,860	KTUDELL-ATAELT
	KTUEL	22	203,66				
	ATADELL	32	141,64				
	ATAELT	108	149,65				
A-Multiple Choice	KTUDELL	164	159,51	,004	3	13,176	KTUDELL-ATAELT KTUDELL-ATAELT ATADELL-ATAELT KTUDELL-ATAELT
	KTUEL	22	209,91				
	ATADELL	32	125,45				
	ATAELT	108	171,38				
A-Concept Map	KTUDELL	164	138,98	,001	3	41,210	KTUDELL-ATAELT ATADELL-ATAELT
	KTUEL	22	167,34				
	ATADELL	32	133,83				
	ATAELT	108	208,75				
A-Drama	KTUDELL	164	153,45	,006	3	12,480	KTUDELL-ATAELT ATADELL-ATAELT KTUDELL-ATAELT
	KTUEL	22	137,00				
	ATADELL	32	209,94				
	ATAELT	108	170,40				
A-Poster	KTUDELL	164	157,60	,007	3	12,186	ATADELL-ATAELT KTUDELL-ATAELT KTUDELL-ATAELT KTUDELL-ATAELT
	KTUEL	22	181,48				
	ATADELL	32	121,50				
	ATAELT	108	181,25				
A-Retelling	KTUDELL	164	150,09	,015	3	10,459	KTUDELL-ATAELT KTUDELL-ATAELT
	KTUEL	22	159,68				
	ATADELL	32	201,14				
	ATAELT	108	173,48				
U-Translation	KTUDELL	164	167,16	,013	3	10,712	KTUDELL-ATAELT ATADELL-ATAELT
	KTUEL	22	162,36				
	ATADELL	32	204,13				
	ATAELT	108	146,13				
U-Homework	KTUDELL	164	180,20	,001	3	37,640	KTUDELL-ATAELT KTUDELL-ATAELT KTUDELL-ATAELT KTUDELL-KTUEL
	KTUEL	22	232,93				
	ATADELL	32	152,42				
	ATAELT	108	127,27				
U-Journals	KTUDELL	164	172,39	,001	3	16,309	KTUDELL-ATAELT ATADELL-ATAELT
	KTUEL	22	163,09				
	ATADELL	32	201,53				
	ATAELT	108	138,81				
U-Short answer	KTUDELL	164	151,83	,003	3	14,184	ATADELL-ATAELT KTUDELL-ATAELT
	KTUEL	22	211,00				
	ATADELL	32	200,11				
	ATAELT	108	160,69				
U-Portfolio	KTUDELL	164	203,83	,001	3	81,305	KTUDELL-ATAELT KTUDELL-ATAELT KTUDELL-ATAELT KTUDELL-ATAELT
	KTUEL	22	197,50				
	ATADELL	32	123,55				
	ATAELT	108	107,18				

**Table 17: (Continued)**

Item	Department	N	Mean Ranks	P	df	$\chi^2$	Mann Whitney U
U-eportfolio	KTUDELL	164	185,67	,001	3	22,696	KTUDELL-ATAELT
	KTUELT	22	160,59				
	ATADELL	32	155,09				
	ATAELT	108	132,92				
U-Peer assessment	KTUDELL	164	175,65	,006	3	12,341	KTUDELL-ATAELT
	KTUELT	22	183,05				
	ATADELL	32	172,97				
	ATAELT	108	138,26				
U-Grids	KTUDELL	164	154,18	,018	3	10,125	KTUDELL-ATAELT
	KTUELT	22	152,05				
	ATADELL	32	144,69				
	ATAELT	108	185,56				
U-Performance	KTUDELL	164	164,93	,013	3	10,725	KTUELT-ATADELL
	KTUELT	22	219,98				KTUDELL-ATAELT
	ATADELL	32	145,67				KTUDELL-KTUELT
	ATAELT	108	155,11				
U-Checklists	KTUDELL	164	173,46	,001	3	26,326	KTUDELL-ATAELT
	KTUELT	22	239,32				KTUDELL-KTUELT
	ATADELL	32	132,75				KTUDELL-ATADELL
	ATAELT	108	142,04				KTUELT-ATADELL
U-Multiple Choice	KTUDELL	164	165,23	,002	3	14,839	KTUELT-ATAELT
	KTUELT	22	183,68				ATADELL-ATAELT
	ATADELL	32	106,83				KTUELT-ATADELL
	ATAELT	108	173,56				KTUDELL-ATADELL
U-True False	KTUDELL	164	173,52	,003	3	13,964	KTUDELL-ATADELL
	KTUELT	22	186,16				ATADELL-ATAELT
	ATADELL	32	111,20				KTUELT-ATADELL
	ATAELT	108	159,17				
U-Matching	KTUDELL	164	174,03	,007	3	12,076	KTUELT-ATADELL
	KTUELT	22	201,82				KTUELT-ATAELT
	ATADELL	32	134,88				KTUDELL-ATAELT
	ATAELT	108	148,19				KTUDELL-ATADELL
U-Project	KTUDELL	164	187,62	,001	3	30,360	KTUDELL-ATAELT
	KTUELT	22	183,20				KTUDELL-ATADELL
	ATADELL	32	117,67				KTUELT-ATADELL
	ATAELT	108	136,44				KTUELT-ATAELT
U-Effort	KTUDELL	164	182,75	,001	3	18,011	KTUDELL-ATAELT
	KTUELT	22	172,23				KTUDELL-ATADELL
	ATADELL	32	127,94				
	ATAELT	108	143,02				
U-Drama	KTUDELL	164	160,53	,001	3	19,965	KTUDELL-ATADELL
	KTUELT	22	145,57				ATADELL-ATAELT
	ATADELL	32	230,52				KTUELT-ATADELL
	ATAELT	108	151,81				
U-Fill in the blanks	KTUDELL	164	174,09	,003	3	13,832	KTUELT-ATADELL
	KTUELT	22	200,80				KTUELT-ATAELT
	ATADELL	32	123,92				KTUDELL-ATAELT
	ATAELT	108	151,54				KTUDELL-ATADELL
U-Dictation	KTUDELL	164	160,02	,015	3	10,520	ATADELL-ATAELT
	KTUELT	22	187,86				KTUDELL-ATADELL
	ATADELL	32	205,48				
	ATAELT	108	151,38				
U-Paraphrase	KTUDELL	164	175,35	,001	3	22,716	KTUDELL-ATAELT
	KTUELT	22	173,23				ATADELL-ATAELT
	ATADELL	32	204,11				
	ATAELT	108	131,49				

**Table 17: (Continued)**

Item	Department	N	Mean Ranks	P	df	$\chi^2$	Mann Whitney U
U-Samples	KTUDELL	164	171,77	,021	3	9,739	ATADELL-ATAELT
	KTUELT	22	175,02				
	ATADELL	32	185,88				
	ATAELT	108	141,96				
P-Tranlation	KTUDELL	164	170,54	,009	3	11,524	KTUDELL-ATAELT ATADELL-ATAELT KTUELT-ATAELT
	KTUELT	22	187,45				
	ATADELL	32	186,34				
	ATAELT	108	141,16				
P-Homework	KTUDELL	164	175,73	,005	3	12,905	KTUDELL-ATAELT
	KTUELT	22	147,80				
	ATADELL	32	189,36				
	ATAELT	108	140,46				
P-eportfolio	KTUDELL	164	179,05	,021	3	9,682	KTUDELL-ATAELT
	KTUELT	22	140,57				
	ATADELL	32	151,23				
	ATAELT	108	148,19				
P-Grids	KTUDELL	164	159,82	,023	3	9,487	ATADELL-ATAELT KTUELT-ATADELL
	KTUELT	22	197,91				
	ATADELL	32	127,20				
	ATAELT	108	172,84				
P-Checklists	KTUDELL	164	178,12	,005	3	12,641	KTUDELL-ATAELT KTUDELL-ATADELL KTUELT-ATADELL
	KTUELT	22	180,84				
	ATADELL	32	128,23				
	ATAELT	108	148,21				
P-MultipleChoice	KTUDELL	164	174,45	,001	3	25,963	KTUDELL-ATADELL ATADELL-ATAELT KTUELT-ATADELL
	KTUELT	22	176,36				
	ATADELL	32	87,45				
	ATAELT	108	166,79				
P-TrueFalse	KTUDELL	164	176,66	,001	3	27,509	ATADELL-ATAELT KTUELT-ATADELL KTUDELL-ATADELL
	KTUELT	22	194,07				
	ATADELL	32	89,55				
	ATAELT	108	159,20				
P-Matching	KTUDELL	164	177,65	,001	3	17,836	KTUDELL-ATAELT KTUDELL-ATADELL ATADELL-ATAELT KTUELT-ATADELL
	KTUELT	22	188,70				
	ATADELL	32	111,22				
	ATAELT	108	152,37				
P-Project	KTUDELL	164	175,82	,008	3	11,761	KTUELT-ATADELL KTUDELL-ATAELT KTUDELL-ATADELL
	KTUELT	22	192,89				
	ATADELL	32	135,95				
	ATAELT	108	146,97				
P-Effort	KTUDELL	164	185,23	,001	3	23,452	KTUDELL-ATAELT KTUDELL-ATADELL
	KTUELT	22	156,07				
	ATADELL	32	114,50				
	ATAELT	108	146,53				
P-ConceptMap	KTUDELL	164	153,57	,028	3	9,122	KTUDELL-KTUELT KTUELT-ATADELL
	KTUELT	22	211,45				
	ATADELL	32	153,50				
	ATAELT	108	171,77				
P-Retelling	KTUDELL	164	174,09	,012	3	10,870	KTUDELL-KTUELT
	KTUELT	22	113,43				
	ATADELL	32	177,14				
	ATAELT	108	153,58				
P-Dictation	KTUDELL	164	165,87	,024	3	9,457	ATADELL-ATAELT
	KTUELT	22	188,48				
	ATADELL	32	193,95				
	ATAELT	108	145,79				

Kruskal Wallis analysis shows the difference among the departments ‘KTUDELL, KTUEL, ATADELL and ATAELT’ for the language assessment techniques given in the table 17 above. Participants of the study differ significantly in the awareness of language assessment techniques; ‘portfolio, E-portfolio, structured grids, performance-based assessment, checklists, multiple-choice tests, concept-maps, drama, poster and retelling’ ( $p < 0,05$ ).

Table 17 presents that there is a significant difference between the departments and use of language assessment techniques; ‘translation, homework, journals, reading aloud, portfolio, e-portfolio, peer-assessment, structured grids, performance-based assessment, checklists, multiple-choice tests, true-false questions, matching, projects, the effort that students show during the course, drama, fill-in-the-blanks, dictation, paraphrasing and questions with samples’ ( $p < 0,05$ ).

Furthermore, the participants also differ in their preferences of language assessment techniques given in Table 17 above. According to the findings, the assessment techniques; ‘translation, homework, portfolio, e-portfolio, structured grids, checklists, multiple-choice tests, true-false questions, matching, projects, the effort that students show during the course, concept maps, retelling and dictation’ show remarkably significant difference between the departments ( $p < 0,05$ ).

Previous studies indicate that the practicality and reliability of multiple choice tests are high (Bailey, 1998), and this may be one of the factors that increases this preference. If multiple choice tests are organized appropriately, they can even enhance the abstract thinking skills of students, and therefore, students may want to use their critical thinking skills (Wallace and Williams, 2003).

#### **4.4. Language Assessment Preferences**

The following table shows the language assessment preferences of pre-service EFL teachers concerning which assessment techniques they want to use when they become a teacher. The table presents the frequency rates and percentage of the items according to the views of participants.

**Table 18: Language Assessment Preferences of Pre-service EFL Teachers**

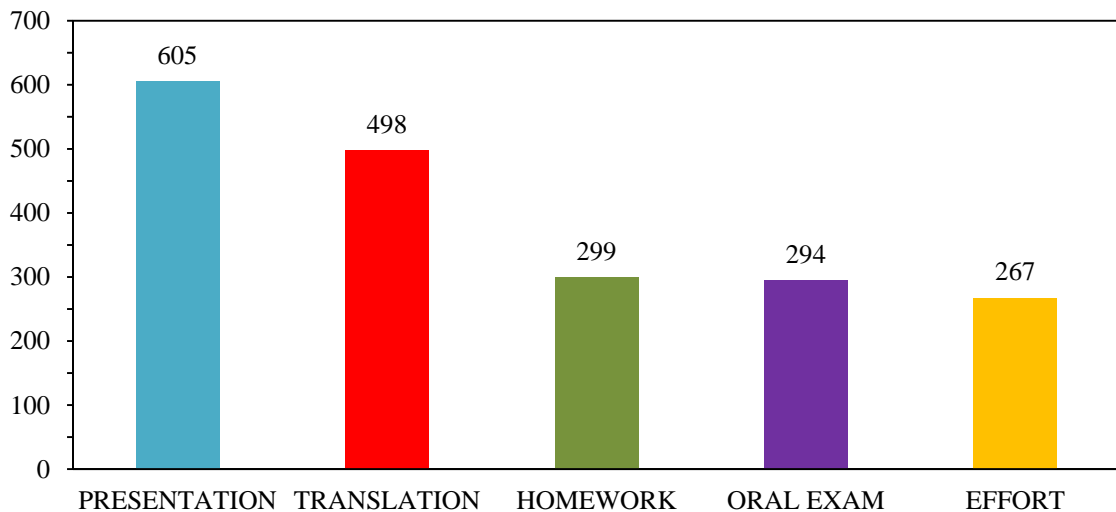
	1. rank		2.rank		3. rank		4. rank		5. rank	
	f	%	f	%	f	%	f	%	f	%
Translation	74	22,70	19	5,83	10	3,07	7	2,15	8	2,45
Presentation	66	20,25	43	13,19	19	5,83	15	4,60	16	4,91
Homework	19	5,83	28	8,59	20	6,13	10	3,07	12	3,68
Oral Exam	19	5,83	23	7,06	22	6,75	12	3,68	17	5,21
Effort	17	5,21	15	4,60	16	4,91	28	8,59	18	5,52
Portfolio	16	4,91	13	3,99	26	7,98	14	4,29	10	3,07
Observation	13	3,99	12	3,68	12	3,68	20	6,13	18	5,52
Drama	10	3,07	16	4,91	10	3,07	12	3,68	20	6,13
Multiple-Choice	8	2,45	15	4,60	24	7,36	12	3,68	25	7,67
Project	8	2,45	14	4,29	19	5,83	16	4,91	18	5,52
Performance-Based Assessment	8	2,45	15	4,60	16	4,91	14	4,29	2	0,61
Paraphrase	7	2,15	5	1,53	7	2,15	12	3,68	14	4,29
Journals	7	2,15	6	1,84	6	1,84	8	2,45	9	2,76
Reading Aloud	7	2,15	19	5,83	15	4,60	14	4,29	8	2,45
The Written Exam With Short Answers	4	1,23	3	0,92	6	1,84	9	2,76	3	0,92
Checklists	4	1,23	7	2,15	5	1,53	7	2,15	9	2,76
Retelling	4	1,23	11	3,37	10	3,07	14	4,29	9	2,76
The Questions With Samples	4	1,23	0	0,00	3	0,92	0	0,00	3	0,92
Structured Grids	3	0,92	3	0,92	5	1,53	4	1,23	4	1,23
Concept-Maps	2	0,61	2	0,61	7	2,15	3	0,92	6	1,84
The Written Questions With Long Answers	2	0,61	4	1,23	3	0,92	7	2,15	5	1,53
Poster	1	0,31	4	1,23	1	0,31	12	3,68	11	3,37
Dictation	1	0,31	5	1,53	14	4,29	15	4,60	21	6,44
Attendance	1	0,31	6	1,84	5	1,53	5	1,53	6	1,84
True/False	1	0,31	6	1,84	4	1,23	6	1,84	7	2,15
Rubrics	1	0,31	0	0,00	0	0,00	1	0,31	2	0,61
Fill-In-The-Blanks	1	0,31	0	0,00	0	0,00	4	1,23	4	1,23
Matching	0	0,00	2	0,61	6	1,84	4	1,23	6	1,84
E-Portfolio	0	0,00	0	0,00	2	0,61	6	1,84	0	0,00
Peer Assessment	0	0,00	3	0,92	6	1,84	2	0,61	2	0,61
Self Assessment	0	0,00	4	1,23	3	0,92	6	1,84	6	1,84
Null	18	5,53	23	7,06	24	7,37	27	8,29	27	8,28

Table 18 presents the detailed picture of the assessment preferences of pre-service EFL teachers. The rank was given respectively according to the answer “always”. Table 18 shows how many students responded to each item and the percentages. The table consists of answers of the pre-service EFL teachers from the overall items of the questionnaire. As stated in the table, according to the answer ‘always’, the language assessment techniques pre-service EFL teachers want to use in their future courses are respectively translation 74 (22, 70 %), presentation 66(20, 25%), homework 19 (5, 83 %), oral exam (5, 83%), effort 17 (5, 21%), portfolio (4, 91%), observation 13 (3, 99%), drama 10 (3, 07), multiple-choice questions 8 (2, 45%), projects 8 (2, 45%), performance-based assessment 8 (2,45%), paraphrase 7 (2,15%), journals 7 (2,15%), reading aloud 7(2,15), the written exam with short answers 4 (1,23%), checklists 4 (1,23%), retelling 4 (1,23%), the questions with samples 4 (1,23%), structured grids 3 (0, 92%), concept-maps 2 (0,61%), poster 1 (0,31%),

dictation 1 (0, 31%), attendance 1 (0, 31%), true-false 1 (0,31%), rubrics 1 (0, 31%), and fill-in-the-blanks 1 (0, 31%). These findings were reflected in previous studies concerning rubrics (Douglas, 2000; Reynell, 1980).

The items were ranked according to the answer ‘always’ in this order, but when their total values were calculated the rank changed. According to calculation, five points were given to the first rank, four points were given to the second rank, three points were given to the third rank, two points were given to the fourth rank and one point was given to the fifth rank. The following Figure 5 shows the most favored language assessment types of pre-service EFL teachers.

**Figure 5: Favored Language Assessment Preferences**



On the other hand, students were asked which language assessment technique or techniques they want to use when they become a teacher. Students explained unfavorable language assessment techniques as given in Table 19 below.

**Table 19: Unfavored Language Assessment Techniques of Pre-service EFL Teachers**

	1. rank		2.rank		3. rank		4.rank		5. rank	
	f	%	f	%	f	%	f	%	f	%
Journals	52	15,95	29	8,90	19	5,83	15	4,60	16	4,91
Attendance	37	11,35	19	5,83	16	4,91	25	7,67	19	5,83
Oral Exams	24	7,36	29	8,90	9	2,76	4	1,23	6	1,84
Homework	21	6,44	14	4,29	6	1,84	8	2,45	9	2,76
Presentation	19	5,83	13	3,99	2	0,61	6	1,84	6	1,84



**Table 19: (Continued)**

	1. rank		2.rank		3. rank		4.rank		5. rank	
E-Portfolio	18	5,52	19	5,83	23	7,06	14	4,29	12	3,68
Multiple-Choice	17	5,21	7	2,15	12	3,68	4	1,23	5	1,53
Translation	12	3,68	4	1,23	2	0,61	1	0,31	4	1,23
Questions With Long Answers	11	3,37	11	3,37	9	2,76	12	3,68	4	1,23
Drama	10	3,07	16	4,91	14	4,29	21	6,44	10	3,07
Structured Grids	10	3,07	7	2,15	12	3,68	11	3,37	16	4,91
Checklists	9	2,76	5	1,53	11	3,37	12	3,68	10	3,07
Portfolio	8	2,45	18	5,52	9	2,76	5	1,53	5	1,53
Poster	8	2,45	12	3,68	27	8,28	14	4,29	21	6,44
Peer Assessment	7	2,15	7	2,15	8	2,45	12	3,68	10	3,07
Questions With Short Answers	6	1,84	3	0,92	2	0,61	5	1,53	3	0,92
Concept Maps	5	1,53	8	2,45	10	3,07	22	6,75	18	5,52
Paraphrase	4	1,23	2	0,61	3	0,92	4	1,23	6	1,84
Observation	3	0,92	4	1,23	11	3,37	7	2,15	6	1,84
Projects	3	0,92	11	3,37	11	3,37	16	4,91	9	2,76
Reading Aloud	3	0,92	3	0,92	7	2,15	7	2,15	3	0,92
Performance-Based Assessment	2	0,61	9	2,76	6	1,84	3	0,92	3	0,92
True-False Questions	2	0,61	7	2,15	8	2,45	11	3,37	7	2,15
Matching	2	0,61	7	2,15	7	2,15	10	3,07	8	2,45
Self Assessment	2	0,61	8	2,45	11	3,37	10	3,07	13	3,99
Retelling	1	0,31	3	0,92	8	2,45	4	1,23	7	2,15
Dictation	1	0,31	6	1,84	3	0,92	2	0,61	7	2,15
Rubrics	1	0,31	9	2,76	12	3,68	9	2,76	9	2,76
Fill-In-The-Blanks	1	0,31	2	0,61	3	0,92	2	0,61	2	0,61
Effort	0	0,00	4	1,23	2	0,61	0	0,00	2	0,61
Questions With Samples	0	0,00	0	0,00	1	0,31	2	0,61	5	1,53
Null	27	8,29	30	9,21	41	12,58	48	14,72	65	19,94

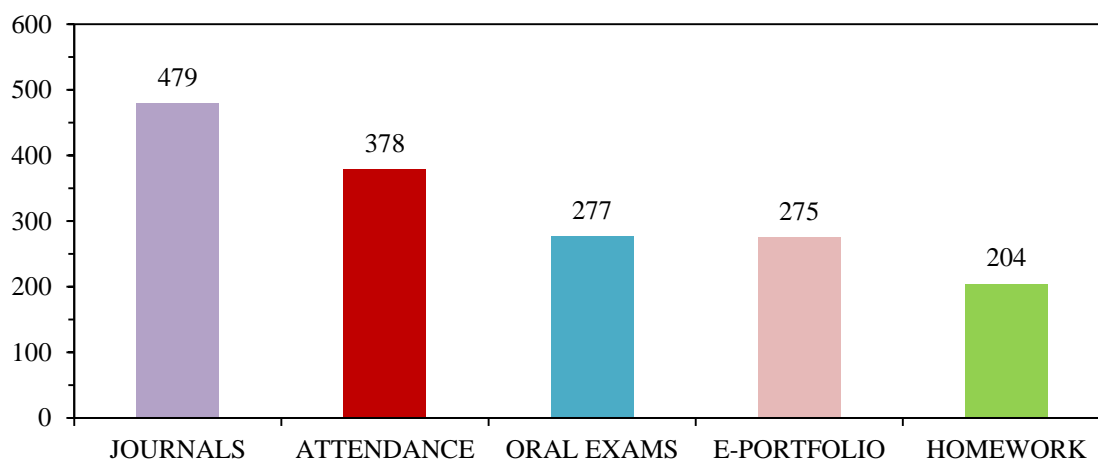
Table 19 presents the detailed picture of unfavorable language assessment techniques of pre-service EFL teachers. The rank was given respectively according to the answer “always”. Table 19 shows how many students responded to each item and the percentages. The table consists of sample questions from the overall items of the questionnaire. According to the answer ‘always’, the language assessment techniques pre-service EFL teachers want to use in their future courses are respectively journals 52 (15,95%), attendance 37 (11,35%), oral exams 24 (7, 36%), homework 21 (6,44%), presentation 19 (5,83%), e-portfolio 18 (5,52%), multiple-choice questions 17 (5,21%), translation 12 (3,68%), questions with long answers 11 (3,37%), drama 10 (3,07%), structured grids 10 (3,07%), checklists 9 (2,76%), portfolio 8 (2,45%), poster 8 (2,45%), peer assessment 7 (2,15), questions with short answers 6 (1,84%), concept maps 5 (1,53%), paraphrase 4 (1,23%), observation 3 (0,92%), projects 3 (0,92%), reading aloud 3 (0,92%), performance-based assessment 2 (0,61%), true-false questions 2 (0,61%), matching 2 (0,61%), self-assessment 2 (0,61%), retelling 1 (0,31%), dictation 1 (0,31%), rubrics 1 (0,31%), fill-in-the-blanks 1 (0,31%). These findings show that pre-service teachers are

prone to choose simple/multiple choice tests. This result is not associated with the findings of the previous studies (Baeten et al., 2008; Birenbaum and Feldman, 1998; Struyven et al., 2008).

On the other hand, these participants do not prefer being assessed with individual oral examinations in EFL courses. Hewitt and Stephenson (2012) propose that this can stem from the test anxiety students generally feel in oral examinations. All of this points to the fact that oral examinations are associated with the test anxiety of students in language classrooms (Horwitz et al, 1986).

The following Figure 6 shows the most unfavored assessment techniques sequence according to the total calculation.

**Figure 6: Unfavored Language Assessment Techniques By Pre-Service EFL Teachers**



When the preferences of students are analyzed, it is found that the participants of the study have different views about assessment techniques. While one group of students wants to use oral exams and homework when they become a teacher, the other group of pre-service EFL teachers does not want to use them or be assessed with them. Therefore, the educators should take individual differences into consideration.

### **4.3. Qualitative Analysis**

Since the current study lays emphasis on the perceptions of pre-service EFL teachers about language assessment techniques, underlying factors for assessment preferences were gathered via focus group interviews and the participants discussed pearls and pitfalls of the techniques.

These techniques were classified according to the related literature. Portfolios, drama, rubrics, eportfolios, presentations, grids, concept maps are alternative assessment techniques and written exams, multiple-choice tests, homeworks, true-false questions, matching, fill-in-the blanks, translation and oral exams are traditional assessment techniques (Coombe et al., 2007). The participants were grouped according to their comments on language assessment preference type throughout the study. Those participants who explained the pearls of both assessment types were grouped under the theme ‘mixed assessment techniques’, the participants who commented on only the advantageous sides of formative assessment types were classified under the theme ‘alternative assessment techniques’ and finally, those participants who explained only advantageous sides of classic assessment types were classified under the theme of ‘traditional assessment techniques’.

The results of the qualitative data were presented with two distinctive themes related to the topic. These themes are related to the underlying factors for assessment techniques and aims that pre-service EFL teachers want to accomplish with these assessment techniques. Also, the findings stated above were reinforced with the findings of the four focus group interviews. These four focus groups were termed as A, B, C and D and the participants’ comments were abbreviated as A1...A8, B1...B10, C1...C10, and D1...D10.

#### **4.3.1. The preferences of pre-service EFL teachers in terms of assessment types and the reasons for their preferences**

The data of the focus groups, as shown in Figure 7, indicate that the preferences of the participants in terms of assessment techniques in EFL classroom range from alternative

assessment to traditional assessment. Figure 7 also shows which assessment techniques pre-service EFL teachers generally preferred.

**Figure 7: Language Assessment Tendencies of the Pre-Service EFL Teachers**

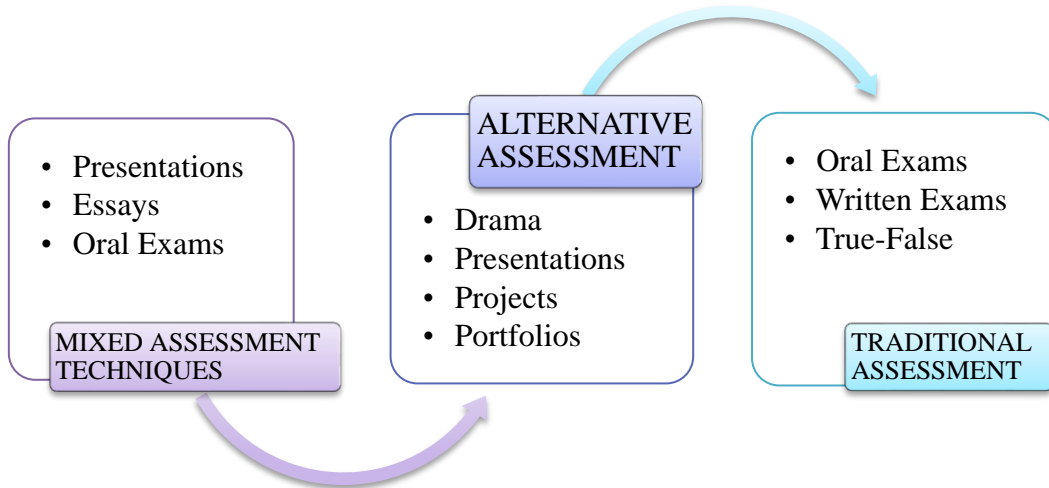


Figure 7 shows the language assessment tendencies of pre-service EFL teachers. The preferences range from mixed assessment techniques to traditional assessment techniques. The frequency table of language assessment table was given below.

**Table 20: The frequency rate of language assessment tendencies**

Assessment Type	Frequency
Mixed Assessment	22
Alternative Assessment	14
Traditional Assessment	2
<b>Total</b>	<b>38</b>

Table 20 shows the frequency rate of the language assessment preferences of pre-service EFL teachers. 22 of the participants preferred ‘mixed assessment’, 14 participants ‘alternative assessment’, and two of them ‘traditional assessment’. The general results of the study across the participants firstly emphasis the importance of the mixed language assessment techniques. In this respect, Çakır (2013) determined that objectivity becomes a problem with only one assessment technique in EFL courses, and the integration of several

assessment techniques may produce better results for language learners. The participants in four focus group interviews explained similar perceptions;

**B6:** In general, there must be both written exams and performance-based exams, because students cannot be good at one technique and can show their potential in another technique. To assess and evaluate students fairly, teachers should use mixed assessment techniques in the class.

**B7:** The exams should not focus on only one assessment technique. Mid-term exam should not be between 80-90 if you want to take AA. That is, mid-term and final exams need to be done formally, but criteria should not be these grades. Students should do activities lasting at least 10-15 minutes. Teachers should use the assessment techniques which will integrate students with the activities such as portfolios, checklists or similar techniques.

**C3:** I have not competent enough in speaking activities. If teachers should assess and evaluate me with only this technique, s/he will think that she does not know anything. Therefore, I want versatile assessment procedure. Rubrics and checklists are my favourite types. They are more reliable, because they lay emphasis on the process and students. The language assessment techniques should not be one-way. The learning style of each student is different; one student is good at writing, and the other is good at speaking. If mixed types of assessment are used in English class, students can reflect their potential.

It is remarkable to note that students appear to be aware of different learning strategies and styles which may or may not appeal to certain types of assessment techniques. Instead of having to make a choice between alternative and traditional one, they are in favor of using a multiple of various assessment techniques to allow students to use their potential to the fullest extent.

On the contrary, some of the participants in focus group interviews preferred alternative assessment techniques in EFL courses. The findings were supported by previous studies. For instance, Yıldırım and Orsdemir (2013) emphasize the importance of alternative techniques such as performance tasks in terms of enhancing the vocabulary and grammar knowledge of students, as well as improving their motivation and trust in themselves. The perceptions of some participants are related to these opportunities. For example;

**A7:** There must be a course on how to conduct an effective presentation and teachers should assess us with pre-planned presentations.

**A1:** When I compare my new presentations with old ones, I see that I can cope up with my anxiety easily now. Yet, I could not help but got nervous in my previous presentations. Controlling the class and talking about a topic are related to the skills rather than background knowledge. Therefore, the presentations are useful assessment technique to be evaluated.

The quotation (A1) above brings to our attention the dilemma of how students want to be assessed, more specifically how they feel at ease when being assessed and what opportunities that students need to be given because assessment is a part of effective part of teaching and learning. For instance, making presentations may be a source of anxiety as evidenced in A1 above, however once totally abandoned students may be deprived of an opportunity to achieve their best. After having experienced success, the student (A1) appreciated the professional and personal gains of making presentations.

**B2:** I prefer both journals and drama, because the motivation of the students can be higher while writing journals, but if students have no motivation for the drama, then we may suppose that they are introvert. In fact, they have significant knowledge but cannot show it. So, journals can be better for these people and drama can relieve their anxiety.

Some students still want to be assessed and evaluated with the traditional assessment techniques in EFL courses, though few in number. A competitive test-based education system as in Turkey may lead to the abandonment of “ideal assessments” in favor of test preparation as emphasized by the participants below.

**A4:** In order to get higher marks, teachers should use similar techniques to YDS, and there must be written examinations.

**B5:** Written examination can be used for translation course. I think this will be more valid and reliable.

**B2:** We have to know the structures of a lesson based on knowledge. So, paper-pencil exams will serve better for us and the courses such as the history of literature or translation.

Considering these facts, a number of the participants associated language assessment techniques with multiple-choice tests to some extent. From that point, Ozuru, Briner, Kurby, and McNamara (2013) put forward that students' prior knowledge is related to the selection of multiple choice tests, but the prediction of the grades is difficult to define for students when compared to open-ended questions. Hence, students may want to see what they have studied among the options. In addition, some students believe the pragmatic value of multiple-choice tests, as they can increase their chance of getting higher grades. On the other hand, some participants in both focus group interviews criticized multiple-choice tests, because they stated that multiple choice tests lead them to learn by heart.

In sum, the choices of participants vary from mixed assessment techniques to traditional assessment. While pre-service EFL teachers prefer specific language assessment techniques, it was found in the focus group interviews that they had educational aims and objectives for these preferences. They want to be assessed and evaluated with specific tasks, because they think that these techniques may change the procedure to which recently they have been exposed. Data from pre-service EFL teachers also present that the techniques used in EFL classes affect their proficiency level in four skills; speaking, listening, reading and writing. When teachers integrate only one assessment technique in EFL classes, students lay emphasis on this skill and ignore others. As Cheng and Watanabe, 2004 put forward, the tests have a positive or negative washback effect on student, but rather negative; therefore, teachers should take the impact of tests on students, content, teaching methodology and materials into consideration. From the points of participants, mixed assessment provide more objective evaluation for their actual performance. In this respect, the following figure shows the aims of the pre-service EFL teachers for the language assessment preferences.

**Figure 8: The Aims of Language Assessment Preferences by Pre-Service EFL**

**Teachers**

Theme	Mixed Assessment	Alternative Assessment	Traditional Assessment
<b>Metacognitive Awareness</b>	<ul style="list-style-type: none"> <li>• To improve creative thinking skills</li> <li>• To improve reflective skills</li> <li>• To realize deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• To realize deficiencies</li> <li>• To improve creative thinking skills</li> <li>• To improve critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• No Comment</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• To improve speaking skills</li> <li>• To improve writing skills</li> <li>• To learn four skills together</li> <li>• To provide permanent learning</li> </ul>	<ul style="list-style-type: none"> <li>• To improve speaking skills</li> <li>• To provide permanent learning</li> </ul>	<ul style="list-style-type: none"> <li>• To learn terms</li> <li>• To improve the general knowledge of students</li> <li>• To improve permanent learning</li> </ul>
<b>Feelings</b>	<ul style="list-style-type: none"> <li>• To improve self-confidence</li> <li>• To relieve test-anxiety</li> <li>• To reduce timidity</li> </ul>	<ul style="list-style-type: none"> <li>• No Comment</li> </ul>	<ul style="list-style-type: none"> <li>• To relieve test anxiety</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• To improve attention</li> <li>• To be a good teacher</li> <li>• To search out</li> <li>• To encourage students to take active role in the class</li> </ul>	<ul style="list-style-type: none"> <li>• To improve attention</li> <li>• To pass the exam</li> </ul>	<ul style="list-style-type: none"> <li>• To take higher grades</li> <li>• To pass the exam easily</li> <li>• To prepare for the exam easily</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• To provide objective evaluation</li> <li>• To assess actual performance of students</li> <li>• To know the criteria of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• To know the criteria of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• No Comment</li> </ul>

Figure 8 shows the aims of the pre-service EFL teachers in terms of language assessment preferences. The aims of the students were classified according to the categories; mixed assessment, alternative assessment and traditional assessment. The participants in favor of both alternative assessment and traditional assessment were categorized under the umbrella of mixed assessment. By choosing one or more assessment techniques in English courses, participants aims to have better teaching and learning



environment for themselves and their future classes. Furthermore, the participants of focus group interviews think that each assessment category provides different opportunities to them for better assessment and evaluation. Yet, the participants of focus groups mainly talked about the advantageous sides of mixed assessment and alternative assessment techniques in language classes, while stating a few beneficial characteristics of the traditional assessment type.

Figure 8 shows that the participants of the focus group interviews generally prefer mixed assessment types. The participants assume that mixed assessment techniques may be good for permanent learning, reducing rote-learning, reinforcing creativity, fair evaluation, increasing self-confidence, increasing motivation, enhancing success, getting a job, improving language learning skills and enhancing four skills. The aims of the participants in terms of language assessment techniques were classified under five themes; metacognitive awareness, learning, motivation, evaluation and feelings on the basis of the content analysis of the focus interview data. The data were analyzed under these themes and it indicates that students had more aims while choosing mixed assessment types. For example;

**B6:** We have to take mixed assessment techniques such as presentations and drama, we need to improve ourselves; otherwise we cannot find a good job in the future.

**C5:** If I had an opportunity, I would choose mixed assessment techniques. Every student has his/her style of learning and different characteristics. Drama and presentations are very useful for learners. These techniques improve their personality and they can show their hidden potentials.

**D:** I prefer mixed types such as presentations, portfolios and quiz. I can even prefer traditional assessment tools if there are necessary criteria such as rubrics. By doing so, I can take higher grades and learn better.

Another group of pre-service EFL teachers opt for alternative assessment techniques, because they hold the view that these assessment techniques can make contributions to speaking skills, relieving test anxiety, improving critical thinking skills, receiving feedback, reinforcing learning, leading to search out information, being a good teacher and creating a product. For instance;

**B10:** If I were a teacher, I would want students to prepare a project before each unit or prepare a portfolio during the term and submit it at the end of the term. Moreover, I would use questions, and expose students to speaking in English. Speaking is more important than writing.

**C6:** I think, there must be different assessment and evaluation system for each skill; speaking, writing, reading and listening. In this sense, we can improve our language skills and we suppress our excitement.

**C9:** Drama has a crucial role for me. That is, I want to practice what I try to learn. I need to practice it, use my body language and learn it permanently. All of us came here, but we have no opportunity to go abroad and communicate effectively. Therefore, teachers should carry out tasks on speaking in order to make us good speakers.

Finally, a few participants want to be assessed and evaluated with traditional assessment type. The reasons why they favor these assessment techniques may be related to the prevailing culture of language assessment and evaluation system in Turkey.

First of all, the advantageous sides of traditional assessment techniques through the eyes of participants were determined under two themes; exam-oriented purpose and knowledge acquisition. During the focus group discussion, a few participants mentioned only traditional assessment techniques, and their preferences related to the characteristics of traditional assessment. Knowledge Acquisition and Exam-oriented Purpose are the themes that students stressed on. The participants report that traditional assessment techniques provide an advantage for learning the terms related to the course in a short period of time, they think that these techniques such as essays, oral exams, paraphrase and homeworks, improve their knowledge and provide permanent learning.

Secondly, the participants stated that traditional techniques are practically a better choice as it is easier to get a passing and even a higher mark, debilitating stress. They claim that they only study one or two days before the exams and learn everything by heart. For example;

**C5:** I think that dictation or reading aloud is very useful for us. I got very nervous in my first readings, but when my teacher continued doing these activities, I enhanced myself.

**B1:** Suppose that I have a foreign language class in high school, what can I use in this class except the notebook I took in my high school years if my students want to pass YDS (Foreign Language Test) examination? Yet, if I had a right to shape the examination system according to my wishes, then I would certainly not use multiple-choice tests. Multiple-choice tests never assess students effectively.

**C3:** For instance, homework is regarded as the most important factor that improves students. They are useful for learning by doing. The home works are usually not very creative or they are not checked out regularly. There are some problems related to evaluation.

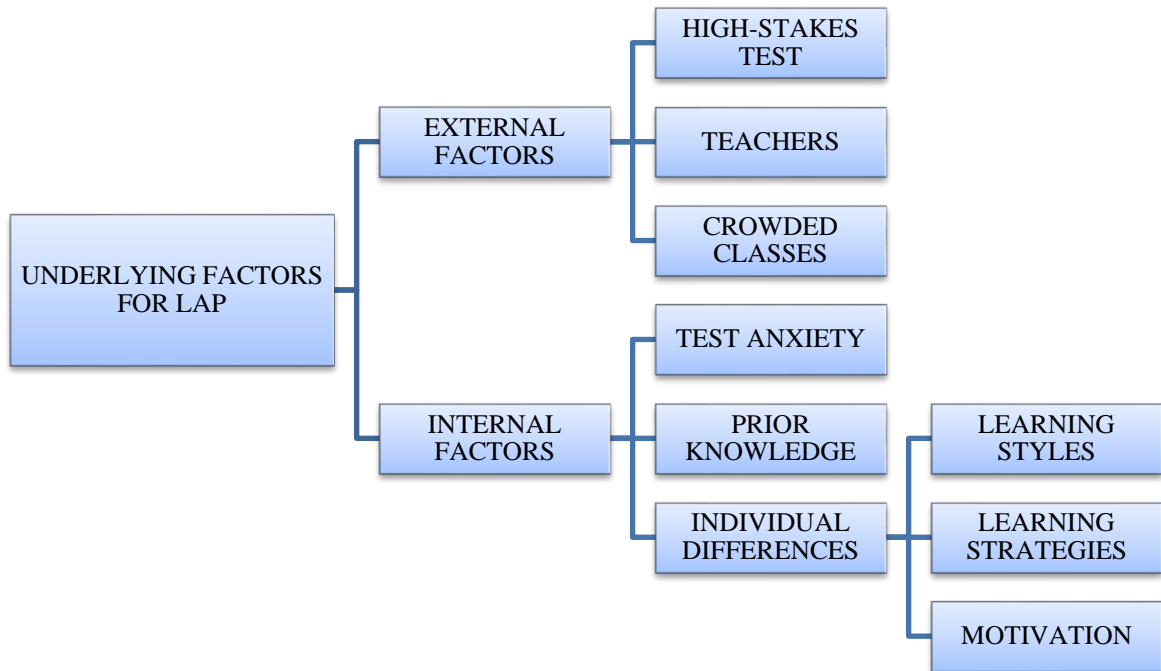
In sum, the findings of the study show that the first group students want to be assessed with mixed assessment techniques such as ‘presentations, portfolios, projects and essays’. The second group prefer alternative assessment techniques “drama, presentations and portfolios.” Finally, the third group prefer traditional assessment such as ‘oral exams, essays and written exam.’ Moreover, there are aims and objectives of students for these assessment preferences and their aims are related to learning, metacognitive awareness, evaluation, motivation and feelings.

#### **4.3.2. The underlying factors contributing to language assessment preferences of pre-service teachers**

There appears to be various factors that drive pre-service EFL teachers in choosing certain language assessment techniques as indicated in Figure 9 below.

As shown in Figure 9 below, on the basis of content analysis, the underlying factors that determine the language assessment preferences (LAP) consist of learning styles, individual difference, high-stakes tests that generally involve the same type of assessment technique (e.g., multiple-choice tests), the characteristics of teachers, the habits and background experiences of the participants, learning strategies, motivation, crowded classes and test anxiety.

**Figure 9: The underlying factors determining the language assessment preferences**



Birenbaum (1997) likewise suggests that individual differences are an important component of assessment preferences and they affect the assessment preferences of pre-service teachers. While the participants prefer specific assessment techniques for various reasons, they also refer to certain external factors beyond their control such as high-stakes tests that have important consequences and in return have a significant effect on their choices as indicated along with other factors in Table 21:

**Table 21: The frequencies of Underlying Factors**

Factor	Frequency
High-Stakes Tests	17
Prior Knowledge	16
The role of the Teacher	15
Individual Differences	11
a. Learning Style	16
b. Learning Strategies	11
c. Motivation	4
Crowded Classes	9
Test Anxiety	7
<b>Total</b>	<b>108</b>

In focus group interviews, the participants explained their perceptions concerning what factors affect them most in their preference for assessment. For instance, 17 interviewees asserted that the need to prepare for *high-stakes tests* led them to prefer essays, quizzes, oral exams and multiple-choice tests as assessment technique in English, because most of the high-stakes exams in Turkey involve multiple-choice items. Therefore, the participants wanted to gain experience and awareness, as well as test-taking strategies. Although they generally disfavored this type of assessment, they stated that they had to take these exams, because they want to improve their chances of earning good grades on high-stakes tests, attending master programs and getting a job. This view is commonly expressed students' interview as follows:

**B8:** Suppose that you want to attend master classes, professors firstly look at your grades you have taken from high-stakes tests, for example, they want your YDS score. They call you for the interview on the condition that you are good at this examination. High-stakes tests are more important in our country; therefore, we should get accustomed to evaluation system.

**B4:** When English teachers use only one assessment technique for the evaluation, we study according to this assessment type. Therefore, we only study grammar-based exams and give answer multiple-choice tests. Actually, our assessment system makes us study in this way. In this respect, our teacher did not use speaking or writing exams. S/he told us that YDS did not consist of these techniques and directed us to study according to the format of high-stakes tests.

**A4:** Actually, I think that there must be examination like YDS, because we are the students of the rote-learning system, and our exams made us memorize everything, but we forget what we learn in one or two days...But, these tests are more objective.

**C1:** Our English proficiency was always evaluated according to the grammar-based assessment. We took higher grades from the examinations when we corrected the grammar mistakes of the texts or filled in the blanks, but nobody thinks if students have the skills for communicating effectively with native speaker or they experience any problem.

Furthermore, most of the interviewees reported that crowded classes influenced their preference of assessment techniques. For example, if they were trying to learn a foreign language in a course with 60 or 70 students, they had a tendency to prefer assessment techniques that would not take much of their time, that would make studying easy for them, and that would give them an opportunity to review and answer the questions

in a short period of time. Moreover, they think that group works or paper-pencil exams may serve for this purpose and better results may be taken in a short period of time. The design of classroom, more specifically classroom size was observed one of the important factors influencing students' assessment preferences as indicated in the following quotations:

**A6:** We are 70 students in the class. Students cannot even stir their arms. Which method can teachers use in such classes? You cannot talk and use language assessment techniques based on speaking or performance. There are too much noise and voice. So, teachers should use more appropriate assessment technique for us.

**A5:** We have so crowded classes that we can only take paper-pencil exams. Teachers cannot carry out oral exams with a lot of students.

**D6:** There are about 60-65 students in our class. The maximum number of students with whom teacher can communicate effectively is about 20-25. What can teachers do in these circumstances? They have to tell the subjects superficially and match assessment techniques according to their materials.

**D1:** Overcrowded classes result in unfair assessment and evaluation in our class. Every student has no equal rights to express their opinions and participate in the lesson.

Interestingly enough, when there were fewer students in classes in which to learn a foreign language, they tended to prefer performance-based assessment for the evaluation. Specifically, drama, oral exams, projects and group presentations were highly preferred by the participants, as they believed these to be the most appropriate way of the assessing their actual performance. What is more interesting here is that students appear not to be clear about what assessment techniques are best for themselves and also for teachers. In some cases students felt compelled to see the situation from their teachers' point of view rather than from their own personal and professional development as indicted below:

**D10:** We speak here from our point of view, but when we put ourselves into teachers' shoes, they are right in some points. That is, reading all the papers of the students and giving feedback to each paper are really difficult. Therefore, the population of the class should be decreased and teachers use appropriate assessment techniques that incorporate students into assessment and evaluation procedure.

The participants of the focus group interviews assert that the role of the teachers in class or the characteristics of the teachers shape their language assessment preferences. Students want teachers to explain the context of the assessment, take not only the product of the students but also the improvements students show during the process and individual differences into consideration, evaluate the effort students show towards learning, use “rubrics” during assessment and evaluation procedure, decide on the assessment method with students are other factors expressed by the participants. If teachers carry out these tasks, the choice of students for assessment types also changes. On the other hand, the participants also explained that since they do not have trust in teachers and they do not believe that teachers conduct objective and fair evaluation; they want to be assessed with multiple-choice tests. These findings are supported by the results of the previous studies. Arslan (2013) puts forward that students want to be informed about the overall assessment procedure during the course. In general, the participants of the focus group interviews lay emphasis on the role of the teachers. For instance;

**C10:** In fact, our preferences are related to the teachers. Everybody cannot understand by writing or listening. Therefore, teachers should pay attention to individual differences of learners.

**D1:** To be honest, I get bored easily in English classes. Teachers should draw my attention with different techniques and activities. If I love my teacher, it does not matter which assessment technique/s s/he use.

In addition to these issues, some of the interviewees stated that the techniques used previously in high school or secondary schools affected their preferences; the participants believed that their preferences were shaped according to their familiarity with a given technique or the fact that they were accustomed to it. By doing so, their knowledge on the topic and familiarity increased.

In this context, prior knowledge means what students know about the topics; speaking, listening, reading, writing and grammar. This background knowledge or experience helped them understand how best to prepare for examinations, arrange a time span for studying, find suitable materials for study, and apply better strategies for learning and passing examinations. The participants also stated that they would take the prior knowledge into consideration in their future classes. For instance;

**B9:** It is necessary to know the background knowledge of students in terms of using the appropriate assessment technique. Suppose that students know nothing about how to speak in English, how can I use oral examinations?

**C2:** We studied in language classes in high school. Now we attend university and teachers expect high proficiency from us in speaking and writing. In fact, we did not take any examination on these skills. Therefore, teachers should teach us these skills from the beginning.

**B5:** The assessment technique I prefer depends on the background knowledge of students... It is impossible to use listening or speaking-based exams in some classes where the proficiency level of students is low.

As every individual student has different characteristics, teachers should decide and organize an assessment technique or mixed techniques that may appeal to the whole class; this view is supported by Birenbaum (1994). The participants in the focus group interviews want teachers take their individual differences into consideration, because they think that they cannot reflect their competence and performance according to a single technique. As they claim, one language assessment technique only allows them to show how much information they know about the subject. Moreover, they state that they have different learning styles and strategies; therefore, the method that teachers use during the assessment phase affects their success.

**B5:** I'm an introvert person; therefore, writing-based examinations are better for me. To be honest, speaking examinations are beneficial, but I'm good at writing.

**D9:** I prefer traditional assessment techniques. Yet, there are individual differences. Some students cannot take high scores from the paper and pencil exams. Hence, using mixed assessment techniques is better.

Learning style is one of the factors that affect assessment preferences of pre-service EFL teachers. As Brown (2006) suggests learning style has a significant effect on characteristics of individuals that make them different from each other, and these characteristics tend to be permanent throughout life (Brown, 2006). Differences in individual characteristics were also noted by students as underlying factors in their choice of assessment techniques as stressed below:



**C1:** I am an auditory student. If I listen something again and again, I learn it. If I mispronounce it, I correct it when I listen. I learn permanently when teachers use the techniques focus on visual and auditory senses such as presentations. For instance, I can remember the page where I see the words. I am good at visual and auditory tasks.

**D6:** I'm timid. So I want to be assessed with presentations. I think that they will debilitate my stress. I'm a good listener and I learn better when I study by writing.

Learning strategies were also stated as the factors that determine the preference for a specific language assessment technique. According to the participants, they used different strategies in studying for an examination depending on the type of language assessment technique being applied. In this sense, participants explained that;

**C6:** We have to take speaking-based examinations. By doing so, teachers can take the efforts students show during the course into consideration and this will be useful for permanent learning. Therefore, we can reflect what we have learned to new contexts.

**D3:** I do not like examinations that expect us to learn by heart.

**D8:** I do not want to be assessed with paper and pencil exams. I have to learn the subjects by heart before two weeks from the exam. Teachers should use mixed assessment techniques.

The correlation was reinforced by previous studies that highlighted the relationship between assessment preferences and learning strategies or approaches (Bal, 2013; Birenbaum, 1997; Gijbels and Dochy, 2006). At the same time, there are also studies that assert that there is no strong relationship between assessment preferences and cognitive strategies or processes (Van de Watering et al., 2008). In addition, Gülbahar and Büyüköztürk (2010) also concluded that pre-service teachers prefer to be assessed with techniques that trigger their metacognitive skills and creative thinking.

Apart from these factors, the pre-service EFL teachers expressed that test-anxiety and motivation also have an effect on their assessment preferences. According to Büyükkarcı (2010), the assessment preferences and test anxiety of students change in terms of assessment type. The participants who stated that test anxiety affect their assessment preferences in English courses; think that their anxiety level will decrease if presentations

are used. These findings are also parallel with previous studies which involve various cognitive processes (Birenbaum, 2007; Van de Watering et al., 2008). As for motivation, the participants state that the assessment techniques such as presentations, portfolios and drama should be used in order to increase their motivation. For example;

**B2:** I prefer both journals and drama, because the motivation of the students can be higher while writing journals.

**C5:** Presentations improve the self-confidence of students. When teachers use presentations, I think that my test-anxiety relieves and motivation increases.

In contrast, previous studies show that there is a significant correlation between the perceived success of learners and achievement, and this relation may be one of the factors in their preferences (Pintrich and De Groot, 1990; Yusuf; 2011; Zimmerman and Marinez-Pons, 1990).

## **CHAPTER FIVE**

### **5. CONCLUSION**

#### **5.1. Introduction**

In this chapter, the conclusion was developed according to the findings and results of the quantitative and qualitative data. This chapter provides a window on the study and summarizes its objectives and procedures. Finally, specific recommendations for language teachers, teacher trainers and students in general are offered based on the results, and several suggestions for further study are provided.

#### **5.2. Concluding Remarks**

The current study aimed at investigating the language assessment preferences of pre-service EFL teachers. Furthermore, the underlying factors contributing to the pre-service EFL teachers' language assessment preferences were also explored in an effort to gain more insight into the matter; therefore, both quantitative and qualitative tools were integrated to fulfill the expectations of the research questions. The conclusions of the research questions were explained respectively.

First of all, in order to expand students' horizons, assess students in the classroom, and prepare appropriate tests for the objectives of a course, language instructors need a deep understanding of language assessment and evaluation (Chapelle and Douglas, 2006). These inferences help instructors to become aware of the language proficiency of students and carry out necessary adjustments for better instruction (Bachman, 2004). Instructors

should also address these issues in order to improve the reliability and validity of language exams (Brindley, 1998; Brown, 1990). Taking students' individual differences and preferences into consideration is one way of enhancing the learning environment and presenting more suitable conditions (Bachman and Cohen, 1998). In this respect, Birenbaum (1997) emphasizes the preferences of undergraduate students in terms of assessment and shows how these preferences correlate with learning strategies. Because assessment preferences are believed to be related to learning strategies and approaches (Bal, 2013; Gijbels and Dochy, 2006), there have been recent and ongoing studies on this topic.

The first major aim of this study was to investigate the language assessment preferences of pre-service EFL teachers. To do so, ATAQ, ATUQ, ATPQ was used to gather the appropriate data. The findings indicate that there is a significant difference between certain language assessment techniques according to the gender, perceived identity and departments. The female participants are significantly more aware of homework, journals, poster and retelling. It is possible to elicit from qualitative data that female participants want these assessment types to unearth their talents during the assessment and evaluation process. It can be concluded that female students preferred more process-oriented tasks; furthermore, they are more likely to carry out assigned tasks. Furthermore, homework, journals, reading aloud, portfolios, performance-based assessment, checklists, projects, drama, poster and retelling were highly preferred by female participants. In light of the qualitative findings, it is possible to deduce that female students are more prone to choose the assessment techniques which are related to the writing activities, and it can be concluded that learning styles of females affect their preferences and they believe that performance-based assessments such as dramas and posters, allow them to show their actual language proficiency in an educational context.

When the results were viewed according to the participants' perceived characteristics, extrovert students are significantly more aware of drama as an assessment technique. It can be concluded from the qualitative findings that extrovert student are outgoing and they want to show their performance to others. In contrast, introverted students prefer "observation" in the phase of assessment. Observation, in addition, is one of the individual differences of introvert students (Maltby et al., 2010). Introverted students

learn better by observing their environment and other people. Hence, it is possible to conclude that introverted students take their individual differences into consideration while choosing an appropriate assessment technique. What is noteworthy here is that although students claim that they are introverted, they still want to be assessed and evaluated with presentation. In light of qualitative findings, it can be deduced that students want to improve their speaking skills and relieve their anxiety with presentations. As for departments, there is a significant difference between English literature and teaching departments in terms of awareness, use and preferences of specific assessment techniques. While portfolio and e-portfolio are more used and preferred by pre-service EFL teachers in English literature departments, structured grids and concept maps are significantly more used in ELT departments. It is possible to conclude that writing activities are more integrated in literature departments since the courses are directly related to writing. On the other hand, concept-maps and structured grids which focus on the terminology of courses are preferred in order to learn educational terms.

Secondly, the difference between the language assessment preferences and grades of the pre-service EFL teachers was statistically significant in terms of the overall assessment process. Senior students are significantly more aware of traditional and alternative language assessment techniques except portfolios. Portfolios are more integrated in first year courses by lecturers; therefore, freshman students become more aware of the technique and prefer it. In contrast, it is possible to deduce that senior students get accustomed to different types of assessment techniques throughout four years; therefore they prefer to be assessed with drama and poster techniques. Apart from portfolios, freshman students want to be assessed with true-false questions, and they want teachers to give extra marks to their effort they show during the course. In light of qualitative data, it can be concluded that freshman students want objective evaluation with traditional techniques, and they think that if teachers take their effort into consideration they will trust in teachers more. Briefly, both groups of participants focused on the techniques in which they could exhibit more productive and reflective tasks.

In addition, freshman participants wanted teachers to determine the context of the examination and explain how students should study for it. They also wanted the teachers to take not only the product of the students into consideration, but also the improvements

students evidenced during the process; evaluating the efforts students showed in the course of learning and use of “rubrics” during the assessment and evaluation procedure were also preferred. In this sense, it can be inferred that situations where traditional tests, together with alternative assessment types, are used appealed more to freshman students. To address these preferences, language instructors should consider the distinctive characteristics of language assessment mentioned above and organize different assessment procedures for both first and fourth year students, because the expectations of each group are different. Since the perceptions of students are dynamic rather than static, their perceptions may change throughout the years.

As Stevens and Levi (2005) claim, rubrics provide detailed feedback to students, improve their critical thinking skills, and refine their teaching strategies. In light of the data, it is possible to conclude that inexperience in first-year undergraduate students made them feel anxious about examinations; therefore, these students expressed a wish to see the detailed assessment criteria in EFL courses.

Thirdly, when the awareness, use and preferences of pre-service EFL teachers with regard to language assessment techniques are analyzed according to the difference between departments; KTUDELL, KTUELT, ATADELL and ATAELT, it is possible to deduce that each department has its own assessment and evaluation process and these characteristics collaterally affect the preferences of students concerning assessment techniques. It may be also concluded that teachers may not have enough perception about the effect of assessment techniques on students and they may associate assessment with only giving marks to students. As well as teachers, faculties and departments may not have well-established assessment culture. Since the responsibility of assessment and evaluation are given to only teachers, there may be possible problems with accountability and transparency of assessment procedure. Thanks to these findings, it is also possible to conclude that alternative assessment types differ significantly among the groups, in line with Brown and Hudson’s (1998) contention that students who try to learn English have a tendency to demonstrate their knowledge through performance-based tasks and assessment.

Moreover, pre-service EFL teachers were asked to explain which language assessment techniques they would use or not use when they became a teacher. In light of the findings, it is possible to deduce that presentation, translation, homework, oral exam and students' effort during the course are respectively favored language assessment techniques of one group of pre-service EFL teachers, while another group of students assert that they do not want to use journals, attendance, oral exams, e-portfolio and homework. What is noteworthy here is that oral exams and homework are among both favored and unfavored language assessment techniques for students. Hence, it can be concluded that individual differences of students have a significant effect their preferences.

Finally, the pre-service teachers prefer to follow a path from a mixed approach to traditional assessment, and they want to undergo more than one assessment technique instead of being exposed to only one compulsory language assessment tool. It can be concluded that with blended approaches, the participants believed that they could reflect their actual performance to a greater extent. In addition, underlying factors for preferring language assessment techniques for pre-service teachers were related to internal and external factors. External factors are high-stakes tests, teachers and crowded classes. Pre-service EFL teachers do want to be assessed with alternative assessment types, but external factors get them to choose traditional assessment types.

Additionally, internal factors include test anxiety, prior knowledge, individual differences, learning styles, learning strategies and motivation. It can be concluded from the qualitative findings that the education policy in Turkey generally characterizes and affects the choices of the students. Students who want to be an EFL teacher in the future, have to take standardized YDS (Foreign Language Examination) to enroll in English Departments at university and after graduating from university, they have to take other standardized tests on pedagogy, education and general English. On the other hand, all the compulsory tests for becoming a teacher are based on students' competence and multiple-choice. Therefore, the performance of students such as speaking and writing are ignored and students assert that if they want to become a teacher, they should get accustomed to multiple choice tests which generally focus on general knowledge of students. According the education policy, the success of students is assessed with the grades they earn from these standardized tests and students do not want to be a weak link in the education chain.

Furthermore, while these internal and external factors affect their preferences, they prefer mixed assessment techniques in flexible atmosphere. Pre-service EFL teachers think that these assessment types will allow them to improve their metacognitive awareness such as creative and reflective thinking skills, learning four skills together, enhance their feelings of self-confidence, improve their motivation and provide more objective evaluation.

In sum, the gap between assessment and instruction in educational policy extends its effects to the overall learning process and to the students. Language assessment is also affected by this issue, and EFL learners have undergone a procedure which has led them to believe that they have few opportunities to think critically, act creatively and reflectively. According to these perceptions, pre-service EFL teachers need an atmosphere in which they can explain their preferences and reflect their individual differences, in line with the assertion of Stiggins (2001) that, in terms of well-being and the effects of self-assessment, students should participate actively in the language assessment process. Since one assessment technique cannot meet the needs of all students, language teachers should integrate blended language assessment techniques to create such an atmosphere in the classroom. Under these conditions, students may have the opportunity to correlate their language assessment preferences with learning styles and strategies, and reflect their English knowledge more accurately. In addition, the product-oriented approach should give way to a process-oriented approach, combined with provision for well-defined rubrics and systematic feedback.

The concept of the effective assessment and evaluation is associated with the elimination of the gap between the instruction and assessment process. Lantolf and Poehner (2004) claim that in order to gain more insight into learning, there should be a dynamism integrating students actively into the assessment and evaluation process. Taking the demands of students into consideration for English teachers and language assessment process can be remedial for effective learning in general; therefore, language assessment techniques should be chosen clearly. The deficient cognitive functions of students are one of the characteristics of traditional tests; however, dynamism, also known as formative and alternative, may provide a possible solution to eliminate these deficiencies (Haywood, 1997). To respond to these deficiencies, the capacity of learners and effective interaction play a central role in the operation of assessment (Haywood and Lidz, 2007). Therefore,



the perceptions of students play an important role in teaching a foreign language. By doing so, the characteristics of constructivism may provide more fruitful outcomes for students.

### **5.3. Recommendations**

In consideration of the findings, the following recommendations may be offered to language teachers, teacher trainers and other researchers in order to make adjustments for more effective instruction. Furthermore, the present study has raised several questions for further research, as noted below.

- In light of the findings from the quantitative and qualitative data, it was concluded that there is a significant difference between the language assessment preferences of pre-service EFL teachers. However, more studies should be carried out in order to generalize the findings and broaden the current view.
- The study was carried out with pre-service EFL teachers attending undergraduate programs; these participants were attending English courses regularly. Similar studies may also be conducted with novice English teachers to infer which assessment types they use and why they use these assessment types.
- In addition, further studies may be conducted to investigate the language assessment preferences of students in the scope of a specific course, such as writing, listening, speaking, reading and subject courses.
- English teachers should bear in mind the assessment preferences of students when they create their assessment tools or organize their assessment and evaluation procedures. In consideration of the language assessment preferences of their students, they should follow a path in which mixed assessment techniques are used appropriately.
- In the present study, the data were gathered via questionnaires and focus group interviews. To expand on the findings, further studies may examine the effects of specific language assessment techniques using an experimental or quasi-experimental approach.
- In light of the findings, it may be recommended that English teachers should inform students about the assessment and evaluation procedures at the beginning

of the course by presenting detailed and well-defined rubrics, as well as offering detailed feedback regarding the assigned tasks and exam results.

- Teacher trainers should organize in-service training for language teachers concerning the integration of language assessment techniques in EFL settings and how to integrate alternative assessment types such as grids, concept maps, portfolios, and projects in these classrooms.
- The study was carried out with pre-service EFL teachers. Experienced English teachers may provide information about the students' reflections on language assessment techniques such as alternative, traditional or mixed.
- In the lights of findings, it may be recommended that English teachers should give an active role to the students in the process of assessment and evaluation.
- Taken together, these findings suggest that English teachers should follow a process-oriented, rather than a product-oriented, approach to assessment and they should focus on the improvement of the students throughout the teaching and learning phase.
- Based on the findings from qualitative data, it may be recommended that EFL teachers should take external (crowded classes and high-stakes test) and internal factors (test anxiety, prior knowledge and individual differences of students) into consideration while they prepare assessment and evaluation materials.
- Furthermore, there should be more studies to figure out the possible effect of alternative assessment techniques such as e-portfolios, journals and structured grids on students and how these techniques may be used in order to increase students' proficiency in English.
- Teacher trainers should give detailed information on integrating language assessment techniques in classroom and how these assessment techniques should be evaluated according to the ages and proficiency level of students.
- Since assessment is directly or indirectly related to teaching and learning process, the awareness of both teachers and students should be increased with in-service training.
- Accountability and transparency of examinations should be increased. Also, the characteristics of the constructivism should be applied to the teaching and learning environment rather than focusing only on the theoretical aspects of the constructivism.

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## APPENDIX 1: ÖLÇME TEKNİKLERİ FARKINDALIK ANKETİ (ÖTFA)

Değerli öğrenciler, bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen öğrencilerin yabancı dilde ölçme ve değerlendirme tercihlerini ve nedenlerini saptamaktır. Aşağıda vereceğiniz bilgiler sadece araştırma amaçlı kullanılacaktır. Lütfen her cümleyi dikkatlice okuyunuz ve belirtilen tekniği ne ölçüde bildiğinizi karşısındaki kutucuklara "X" işareti koyarak belirtiniz.

1= HİÇ      2= BİRAZ      3= ORTA      4= İYİ      5= ÇOK İYİ

<b>I.BÖLÜM: Aşağıda yer alan ölçme ve değerlendirme tekniği hakkında bilgim var.</b>					
1. Bir dildeki metni başka bir dile çevirme	1	2	3	4	5
2. Sunum yapma(Presentation)	1	2	3	4	5
3. Ev ödevi hazırlama	1	2	3	4	5
4. Günlük yazma	1	2	3	4	5
5. Sözlü sınav	1	2	3	4	5
6. Bir metni sesli okuma	1	2	3	4	5
7. Öğrencilerin kısa cevap vermesini gerektiren yazılı testler	1	2	3	4	5
8. Öğrencilerin uzun cevap vermesini gerektiren yazılı testler	1	2	3	4	5
9. Öğrenci ürün dosyası (Portfolyo)	1	2	3	4	5
10. Elektronik ürün dosyası (E-Portfolyo)	1	2	3	4	5
11. Akran değerlendirme/Bir öğrencinin yaptığı çalışmayı diğer bir arkadaşının değerlendirmesi	1	2	3	4	5
12. Öz değerlendirme/Öğrencinin kendi yaptığı çalışmaya kendi not vermesi	1	2	3	4	5
13. Yapılandırılmış grid	1	2	3	4	5
14. Performans görevi ve değerlendirme	1	2	3	4	5
15. Kontrol Listeleri (Checklists)	1	2	3	4	5
16. Çoktan seçmeli testler	1	2	3	4	5
17. Doğru yanlış testleri	1	2	3	4	5
18. Eşleştirmeli testler	1	2	3	4	5
19. Proje ödevleri	1	2	3	4	5
20. Öğrencinin derste gösterdiği çabaya not verilmesi	1	2	3	4	5
21. Dereceli puanlama anahtarı (Rubrics)	1	2	3	4	5
22. Gözlem yapma	1	2	3	4	5
23. Kavram haritaları	1	2	3	4	5
24. Drama	1	2	3	4	5
25. Poster hazırlama	1	2	3	4	5
26. Boş bırakılan yeri uygun kelime ya da kelime öbeği ile doldurma	1	2	3	4	5
27. Okuduğu hikâyeyi tekrar anlatma (Retelling)	1	2	3	4	5
28. Derse devam/devamsızlığa göre not verilmesi	1	2	3	4	5
29. Söyleneni/ Dinleneni Yazma (Dictation)	1	2	3	4	5
30. Cümleyi aynı anlama gelecek şekilde yeniden yazma (Paraphrasing)	1	2	3	4	5
31. Örnek sunulması gereken sorular	1	2	3	4	5
32. Diğer.....	1	2	3	4	5

1. Cinsiyet: Bay (.....) Bayan (.....)
2. Sınıf:
3. Bölüm:
4. Aşağıdaki cümlelerden hangisi size daha iyi tanımlamaktadır? a) Genellikle yalnız kalmayı tercih eden, gözlemci ve içe dönük biriyim. b) Genellikle diğer insanlarla birlikte olmayı seven, sosyal ve dışa dönük biriyim.

**Teşekkürler...**

## APPENDIX 2: ÖLÇME TEKNİKLERİ KULLANIM ANKETİ (ÖTKA)

Değerli öğrenciler, bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen öğrencilerin yabancı dilde ölçme ve değerlendirme tercihlerini ve nedenlerini saptamaktır. Aşağıda vereceğiniz bilgiler sadece araştırma amaçlı kullanılacaktır. Lütfen her cümleyi dikkatlice okuyunuz ve belirtilen teknikleri hazırlık dönemi boyunca hocalarınızın ne sıklıkla kullandığını karşısındaki kutucuklara "X" işareti koyarak belirtiniz.

1= Hiçbir Zaman      2=Nadiren      3=Bazen      4=Sık Sık      5= Her Zaman

<b>I.BÖLÜM: Aşağıda yer alan ölçme ve değerlendirme tekniği daha önce aldığım İngilizce hazırlık derslerinde kullanılmıştır.</b>					
1. Bir dildeki metni başka bir dile çevirme	1	2	3	4	5
2. Sunum yapma(Presentation)	1	2	3	4	5
3. Ev ödevi hazırlama	1	2	3	4	5
4. Günlük yazma	1	2	3	4	5
5. Sözlü sınav	1	2	3	4	5
6. Bir metni sesli okuma	1	2	3	4	5
7. Öğrencilerin kısa cevap vermesini gerektiren yazılı testler	1	2	3	4	5
8. Öğrencilerin uzun cevap vermesini gerektiren yazılı testler	1	2	3	4	5
9. Öğrenci ürün dosyası (Portfolyo)	1	2	3	4	5
10. Elektronik ürün dosyası (E-Portfolyo)	1	2	3	4	5
11. Akran değerlendirme/Bir öğrencinin yaptığı çalışmayı diğer bir arkadaşının değerlendirmesi	1	2	3	4	5
12. Öz değerlendirme/Öğrencinin kendi yaptığı çalışmaya kendi not vermesi	1	2	3	4	5
13. Yapılandırılmış grid	1	2	3	4	5
14. Performans görevi ve değerlendirme	1	2	3	4	5
15. Kontrol Listeleri (Checklists)	1	2	3	4	5
16. Çoktan seçmeli testler	1	2	3	4	5
17. Doğru yanlış testleri	1	2	3	4	5
18. Eşleştirmeli testler	1	2	3	4	5
19. Proje ödevleri	1	2	3	4	5
20. Öğrencinin derste gösterdiği çabaya not verilmesi	1	2	3	4	5
21. Dereceli puanlama anahtarı (Rubrics)	1	2	3	4	5
22. Gözlem yapma	1	2	3	4	5
23. Kavram haritaları	1	2	3	4	5
24. Drama	1	2	3	4	5
25. Poster hazırlama	1	2	3	4	5
26. Boş bırakılan yeri uygun kelime ya da kelime öbeği ile doldurma	1	2	3	4	5
27. Okuduğu hikâyeyi tekrar anlatma (Retelling)	1	2	3	4	5
28. Derse devam/devamsızlığa göre not verilmesi	1	2	3	4	5
29. Söyleneni/ Dinlenenini Yazma (Dictation)	1	2	3	4	5
30. Cümleyi aynı anlama gelecek şekilde yeniden yazma (Paraphrasing)	1	2	3	4	5
31. Örnek sunulması gereken sorular	1	2	3	4	5
32. Diğer.....	1	2	3	4	5

<b>II.BÖLÜM: Kişisel Bilgiler</b>
1. Cinsiyet: Bay (.....) Bayan (.....)
2. Sınıf:
3. Bölüm:
4. Aşağıdaki cümlelerden hangisi size daha iyi tanımlamaktadır? a) Genellikle yalnız kalmayı tercih eden, gözlemci ve içe dönük biriyim. b) Genellikle diğer insanlarla birlikte olmayı seven, sosyal ve dışa dönük biriyim.

**Teşekkürler...**



### APPENDIX 3: ÖLÇME TEKNİKLERİ TERCİHİ ANKETİ (ÖTTA)

Değerli öğrenciler, bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen öğrencilerin yabancı dilde ölçme ve değerlendirme tercihlerini ve nedenlerini saptamaktır. Aşağıda vereceğiniz bilgiler sadece araştırma amaçlı kullanılacaktır. Lütfen her cümleyi dikkatlice okuyunuz ve belirtilen yöntemle değerlendirilmeyi ne düzeyde tercih ettiğinizi karşısındaki kutucuklara "X" işareti koyarak belirtiniz.

**1: Hiçbir Zaman      2: Nadiren      3: Bazen      4: Sık sık      5: Her Zaman**

<b>İ.BÖLÜM: İngilizce derslerinde aşağıda yer alan ölçme ve değerlendirme tekniği ile değerlendirilmek istiyorum.</b>					
1. Bir dildeki metni başka bir dile çevirme	1	2	3	4	5
2. Sunum yapma(Presentation)	1	2	3	4	5
3. Ev ödevi hazırlama	1	2	3	4	5
4. Günlük yazma	1	2	3	4	5
5. Sözlü sınav	1	2	3	4	5
6. Bir metni sesli okuma	1	2	3	4	5
7. Öğrencilerin kısa cevap vermesini gerektiren yazılı testler	1	2	3	4	5
8. Öğrencilerin uzun cevap vermesini gerektiren yazılı testler	1	2	3	4	5
9. Öğrenci ürün dosyası (Portfolyo)	1	2	3	4	5
10. Elektronik ürün dosyası (E-Portfolyo)	1	2	3	4	5
11. Akran değerlendirme/Bir öğrencinin yaptığı çalışmayı diğer bir arkadaşının değerlendirmesi	1	2	3	4	5
12. Öz değerlendirme/Öğrencinin kendi yaptığı çalışmaya kendi not vermesi	1	2	3	4	5
13. Yapılandırılmış grid	1	2	3	4	5
14. Performans görevi ve değerlendirme	1	2	3	4	5
15. Kontrol Listeleri (Checklists)	1	2	3	4	5
16. Çoktan seçmeli testler	1	2	3	4	5
17. Doğru yanlış testleri	1	2	3	4	5
18. Eşleştirmeli testler	1	2	3	4	5
19. Proje ödevleri	1	2	3	4	5
20. Öğrencinin derste gösterdiği çabaya not verilmesi	1	2	3	4	5
21. Dereceli puanlama anahtarı (Rubrics)	1	2	3	4	5
22. Gözlem yapma	1	2	3	4	5
23. Kavram haritaları	1	2	3	4	5
24. Drama	1	2	3	4	5
25. Poster hazırlama	1	2	3	4	5
26. Boş bırakılan yeri uygun kelime ya da kelime öbeği ile doldurma	1	2	3	4	5
27. Okuduğu hikâyeyi tekrar anlatma (Retelling)	1	2	3	4	5
28. Derse devam/devamsızlığa göre not verilmesi	1	2	3	4	5
29. Söyleneni/ Dinlenenini Yazma (Dictation)	1	2	3	4	5
30. Cümleyi aynı anlama gelecek şekilde yeniden yazma (Paraphrasing)	1	2	3	4	5
31. Örnek sunulması gereken sorular	1	2	3	4	5
32. Diğer.....	1	2	3	4	5

<b>II. BÖLÜM:</b>	
Lütfen yabancı dil ölçme ve değerlendirme tekniklerinden öğretmen olduğunuzda <b>kullanmak istediğiniz</b> ilk beş tekniği önem sırasına göre yazınız.	Lütfen yabancı dil ölçme ve değerlendirme tekniklerinden öğretmen olduğunuzda <b>kullanmak istemediğiniz</b> ilk beş tekniği yazınız.
<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>
<b>4.</b>	<b>4.</b>
<b>5.</b>	<b>5.</b>

<b>III. BÖLÜM: Kişisel Bilgiler</b>
<b>1.</b> Cinsiyet: Bay (.....) Bayan (.....)
<b>2.</b> Sınıf:
<b>3.</b> Bölüm:
<b>4.</b> Aşağıdaki cümlelerden hangisi size daha iyi tanımlamaktadır? a) Genellikle yalnız kalmayı tercih eden, gözlemci ve içe dönük biriyim. b) Genellikle diğer insanlarla birlikte olmayı seven, sosyal ve dışa dönük biriyim.

Teşekkürler...

## APPENDIX 4: ASSESSMENT TECHNIQUES AWARENESS QUESTIONNAIRE (ATAQ)

Dear students, the aim of the study is to elicit the assessment preferences of pre-service EFL teachers and underlying factors for these preferences. Your answers will be only used for research purpose. Please read each statement carefully and state to what extent you are aware of the following assessment techniques and put "X" to the option you choose.

**1: Never      2: Seldom      3: Sometimes      4: Often      5: Always**

<b>SECTION I: I'm aware of how to be assessed and evaluated with following assessment techniques in EFL course.</b>					
1. Translation	1	2	3	4	5
2. Presentation	1	2	3	4	5
3. Homework	1	2	3	4	5
4. Journals	1	2	3	4	5
5. Oral Exam	1	2	3	4	5
6. Reading Aloud	1	2	3	4	5
7. Written exams with short answers	1	2	3	4	5
8. Written exams with long answers	1	2	3	4	5
9. Portfolio	1	2	3	4	5
10. e-portfolio	1	2	3	4	5
11. Peer Assessment	1	2	3	4	5
12. Self-Assessment	1	2	3	4	5
13. Structured Grids	1	2	3	4	5
14. Performance-based assessment	1	2	3	4	5
15. Checklists	1	2	3	4	5
16. Multiple-choice question	1	2	3	4	5
17. True-False Questions	1	2	3	4	5
18. Matching	1	2	3	4	5
19. Projects	1	2	3	4	5
20. Effort students show during the course	1	2	3	4	5
21. Rubrics	1	2	3	4	5
22. Observation	1	2	3	4	5
23. Concept maps	1	2	3	4	5
24. Drama	1	2	3	4	5
25. Poster	1	2	3	4	5
26. Fill-in-the-blanks	1	2	3	4	5
27. Retelling	1	2	3	4	5
28. Attendance	1	2	3	4	5
29. Dictation	1	2	3	4	5
30. Paraphrasing	1	2	3	4	5
31. Questions with samples	1	2	3	4	5

<b>SECTION II: Demographic Information</b>
1. Gender: Male (....) Female (.....)
2. Department:
3. Class:
4. Which of the following statements describe you better? a) In general, I am an introvert who prefers staying alone and observing others. b) In general, I am an extrovert who prefers connecting with others and being social.

**Thank You...**

## APPENDIX 5: ASSESSMENT TECHNIQUES USE QUESTIONNAIRE (ATUQ)

Dear students, the aim of the study is to elicit the assessment preferences of pre-service EFL teachers and underlying factors for these preferences. Your responses to this survey will be kept confidential and anonymous. Please read each statement carefully and state what extent the following assessment techniques were used in EFL classes and put “X” to the option you choose.

**1=Never          2=Seldom          3=Sometimes          4=Often          5= Always**

<b>SECTION I: The following assessment techniques were used in EFL classes.</b>					
1. Translation	1	2	3	4	5
2. Presentation	1	2	3	4	5
3. Homework	1	2	3	4	5
4. Journals	1	2	3	4	5
5. Oral Exam	1	2	3	4	5
6. Reading Aloud	1	2	3	4	5
7. Written exams with short answers	1	2	3	4	5
8. Written exams with long answers	1	2	3	4	5
9. Portfolio	1	2	3	4	5
10. e-portfolio	1	2	3	4	5
11. Peer Assessment	1	2	3	4	5
12. Self-Assessment	1	2	3	4	5
13. Structured Grids	1	2	3	4	5
14. Performance-based assessment	1	2	3	4	5
15. Checklists	1	2	3	4	5
16. Multiple-choice question	1	2	3	4	5
17. True-False Questions	1	2	3	4	5
18. Matching	1	2	3	4	5
19. Projects	1	2	3	4	5
20. Effort students show during the course	1	2	3	4	5
21. Rubrics	1	2	3	4	5
22. Observation	1	2	3	4	5
23. Concept maps	1	2	3	4	5
24. Drama	1	2	3	4	5
25. Poster	1	2	3	4	5
26. Fill-in-the-blanks	1	2	3	4	5
27. Retelling	1	2	3	4	5
28. Attendance	1	2	3	4	5
29. Dictation	1	2	3	4	5
30. Paraphrasing	1	2	3	4	5
31. Questions with samples	1	2	3	4	5

<b>SECTION II: Demographic Information</b>
1. Gender: Male (....) Female (....)
3. Department:
4. Class:
6. Which of the following statements describe you better? a) In general, I am an introvert who prefers staying alone and observing others. b) In general, I am an extrovert who prefers connecting with others and being social.

**Thank You...**

## APPENDIX 6: ASSESSMENT TECHNIQUES PREFERENCES QUESTIONNAIRE (ATPQ)

Dear students, the aim of the study is to elicit the assessment preferences of pre-service EFL teachers and underlying factors for these preferences. Your responses to this survey will be kept confidential and anonymous. Please read each statement carefully and state which assessment types you prefer to be assessed in EFL course and put "X" to the option you choose.

**1: Never                  2: Seldom                  3: Sometimes                  4: Often                  5: Always**

<b>SECTION I: I prefer to be assessed with the following assessment techniques.</b>					
1. Translation	1	2	3	4	5
2. Presentation	1	2	3	4	5
3. Homework	1	2	3	4	5
4. Journals	1	2	3	4	5
5. Oral Exam	1	2	3	4	5
6. Reading Aloud	1	2	3	4	5
7. Written exams with short answers	1	2	3	4	5
8. Written exams with long answers	1	2	3	4	5
9. Portfolio	1	2	3	4	5
10. e-portfolio	1	2	3	4	5
11. Peer Assessment	1	2	3	4	5
12. Self-Assessment	1	2	3	4	5
13. Structured Grids	1	2	3	4	5
14. Performance-based assessment	1	2	3	4	5
15. Checklists	1	2	3	4	5
16. Multiple-choice question	1	2	3	4	5
17. True-False Questions	1	2	3	4	5
18. Matching	1	2	3	4	5
19. Projects	1	2	3	4	5
20. Effort students show during the course	1	2	3	4	5
21. Rubrics	1	2	3	4	5
22. Observation	1	2	3	4	5
23. Concept maps	1	2	3	4	5
24. Drama	1	2	3	4	5
25. Poster	1	2	3	4	5
26. Fill-in-the-blanks	1	2	3	4	5
27. Retelling	1	2	3	4	5
28. Attendance	1	2	3	4	5
29. Dictation	1	2	3	4	5
30. Paraphrasing	1	2	3	4	5
31. Questions with samples	1	2	3	4	5

<b>SECTION II:</b>	
Please, write five assessment techniques <b>you want to use</b> in your class when you become an English teacher.	Please, write five assessment techniques <b>you do not want to use</b> in your class when you become an English teacher.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

<b>SECTION III: Demographic Information</b>
1. Gender: Male (.....) Female (.....)
3. Department:
4. Class:
6. Which of the following statements describe you better? a) In general, I am an introvert who prefers staying alone and observing others. b) In general, I am an extrovert who prefers connecting with others and being social.

**Thank You...**



## APPENDIX 7: EXPLANATIONS OF ASSESSMENT TECHNIQUES

TEKNİK	AÇIKLAMA
1. Bir dildeki metni başka bir dile çevirme	Bir dildeki metnin veya cümlenin başka bir dilde ifade edilmesidir.
2. Sunum yapma(Presentation)	Bir çalışmanın, konun ya da yapılan bir araştırmayla ilgili verilerin dinleyicilere sözlü olarak aktarılmasıdır.
3. Ev ödevi hazırlama	Öğretmenin öğrencilere ders saatleri dışında yerine getirmeleri için verdiği bir takım görev ve sorumluluklardır.
4. Günlük yazma	Günlük: Öğrencilerin ders sürecini düzenli olarak not etmesi ve bunun için oluşturduğu güncelerdir.
5. Sözlü sınav	Konuların öğrenilip öğrenilmediğini ölçmek için öğretmenin öğrencileri sözlü olarak sınava tabi tutmasıdır.
6. Bir metni sesli okuma	Yabancı dil öğretmenlerinin öğrencinin telaffuzu ölçmek için öğrencilere yabancı dildeki bir metni okutmalarıdır.
7. Öğrencilerin kısa cevap vermesini gerektiren yazılı testler	Öğrencilerin konuyla ilgili bilgilerini ölçmek için oluşturulan ve yazılı olarak kısa cevap vermelerini gerektiren testlerdir.
8. Öğrencilerin uzun cevap vermesini gerektiren yazılı testler	Öğrencilerin konuyla ilgili bilgilerini ölçmek için oluşturulan ve yazılı olarak uzun cevap vermelerini gerektiren testlerdir.
9. Öğrenci ürün dosyası (Portfolyo)	Öğrencilerin bir dersle ya da bir konuyla ilgili hazırladığı çalışmalarını, geçirdiği süreçleri, yansıtıcı yazıları ve kişinin çalışmalar için gösterdiği çabayı sergileyen öğrenci performans dosyalarıdır.
10. Elektronik ürün dosyası (E-Portfolyo)	Öğrencilerin bir dersle ya da bir konuyla ilgili hazırladığı çalışmalarını, geçirdiği süreçleri, yansıtıcı yazıları ve kişinin çalışmalar için gösterdiği çabayı elektronik ortamda sergileyen öğrenci performans dosyalarıdır.
11. Akran değerlendirme/Bir öğrencinin yaptığı çalışmayı diğer bir arkadaşının değerlendirmesi	Bir öğrenci başarısının sınıftaki arkadaşları ya da yaşlıları tarafından belirlenmesidir.
12. Öz değerlendirme/Öğrencinin kendi yaptığı çalışmaya kendi not vermesi	Bir öğrencinin başarısını kendi kendine değerlendirmesidir.
13. Yapılandırılmış grid	“Bu teknikte öğrencilerin seviyelerine uygun olarak 9-12 gibi birkaç kutucuktan oluşan bir tablo hazırlanır ve tablodaki her bir kutucuk sıra ile numaralandırılır. Öğretmen konu ile ilgili soru hazırlar ve sorunun yanıtını rasgele kutucuklara yerleştirir. Öğrencilerden her soru için doğru kutucuğu bulmalarını ve kutucuk numaralarını mantıksal ve işlevsel olarak sıralamaları beklenir. Öğrenci tarafından verilen cevaplar o konudaki bilgi eksikliğini, kavramsal bağları veya yanlış kavramları gösterir.” Retrieved from <a href="http://egitimvaktim.com/yapilandirilmis-grid-izgara">http://egitimvaktim.com/yapilandirilmis-grid-izgara</a>

14. Performans görevi ve değerlendirme	Öğrencinin belirli kriterler çevresinde bir performans sergilemesi ya da ürün ortaya koyması sürecidir.
15. Kontrol Listeleri (Checklists)	Belirli bir davranışın ya da konunun öğrenci tarafından belirli sıralama ve yol takip edilerek yapılıp yapılmadığını kontrol edilmesi için hazırlanan var/yok listeleridir.
16. Çoktan seçmeli testler	Belirli bir konu üzerine soru hazırlanır ve öğrenciye alternatif şıklar sunulur. Öğrencinin yanlış ve doğru şıklar arasından cevabı seçtiği bu sorular çoktan seçmeli olarak adlandırılır.
17. Doğru yanlış testleri	Öğretmen konuyla ilgili bir ifade verdiği ve öğrencinin bu ifadenin doğru ya da yanlış olduğunu belirttiği testlerdir.
18. Eşleştirmeli testler	Soru kökleri ve cevaplarının iki ayrı sütunda verildiği ve ikinci sütunda karışık bir şekilde yerleştirilen cevapların ilk sütuna göre doğru cevap oluşturacak şekilde yeniden yazılmasıdır.
19. Proje ödevleri	Bir konu üzerine belirli bir süre içerisinde yapılan ve bu süreç sonunda belirli bir ürüne odaklanılan çalışmalardır.
20. Öğrencinin derste gösterdiği çabaya not verilmesi	Öğrencinin derste gösterdiği çabanın değerlendirmenin bir bölümünü kapsamaktadır.
21. Dereceli puanlama anahtarı (Rubrics)	Öğrenci performansının önceden belirlenmiş kriterlere göre puanlanmasıdır.
22. Gözlem yapma	Bir konun veya olayın geçtiği ortamda bir araştırmacı ya da kişi tarafından izlenmesi, kontrol edilmesi ve gözlenmesi sürecidir.
23. Kavram haritaları	Kavramları hiyerarşik bir yapı içerisinde vermemizi gerektiren ve kavramlar arasındaki ilişkiyi ortaya koyan şemalardır.
24. Drama	Bir düşünceyi veya duyguyu tiyatro tekniklerinden yararlanarak davranışlarımızla ve hareketlerimizle öyküleştirerek sunmaktır.
25. Poster hazırlama	
26. Boş bırakılan yeri uygun kelime ya da kelime öbeği ile doldurma	Bir konu hakkında eksik verilen bir ifadeyi doğru kelime ya da kelime öbekleriyle tamamlamaktır.
27. Okuduğu hikâyeyi tekrar anlatma (Retelling)	Öğrencinin okuduğu bir hikâyeyi kendi ifadeleriyle sözlü olarak anlatmasıdır.
28. Derse devam/devamsızlığa göre not verilmesi	Öğrencinin ders süresince derse aktif bir şekilde katılmasının ders notuna yansıtılmasıdır.
29. Söyleneni/ Dinlenenini Yazma (Dictation)	Öğretmen öğrencilerin dinleme ve fonetik bilgilerini ölçmek için yabancı dilde bir metin veya cümle okur, öğrenciler duydukları ifadeleri not eder.
30. Cümleyi aynı anlama gelecek şekilde yeniden yazma (Paraphrasing)	Bir cümlenin aynı dilde farklı kelime ya da biçimle ifade edilmesidir.
31. Örnek sunulması gereken sorular	Bir konu üzerine sorulan bir sorunun o konuyu somutlaştıran bir örnekle açıklanmasıdır.
32. Diğer.....	

## APPENDIX 8: SAMPLE FOCUS GROUP INTERVIEW

...Selamlaşma...

**MODERATOR:** Bugün sizinle yüksek lisans tezim için bir görüşme yapacağım. Yüksek lisans çalışmam: Yabancı dide ölçme ve değerlendirmeye ilgili. Daha spesifikleştirirsek, yabancı dilde ölçme değerlendirme teknikleri. Siz öğretmen adaylarının bu konudaki düşünceleri ve bunun altında yatan nedenler. Size birkaç soru sormak istiyorum arkadaşlar. Görüşme yaklaşık bir saat sürer. İngilizceniz değerlendirilirken değerlendirme sisteminin doğru olduğunu düşünüyor musunuz ve siz şuna inanıyor musunuz: Benim İngilizcem değerlendirilirken bu şekilde not verildi bu sistem doğrudu ve tamimiyle bu not benim başarıyı yansıtıyor.

**C1:** Ben kesinlikle doğru olduğunu düşünmüyorum özellikle üniversiteye geldiğimizde belki biraz farklı olsa da üniversiteye gelene kadar bizim İngilizcemiz hep gramer bazlı değerlendiriliyor. Kâğıtta sorular veriliyor eğer oradaki gramer hatalarını düzeltebiliyorsak bunu mantığımızı oturtabiliyorsak yüksek puan alıyoruz ama hiç kimse acaba bu öğrenci yabancıyla rahat iletişim kurabilir mi dili kullanım konusunda yeterli mi ya da etkili iletişim kurabilir mi diye düşünmüyor.

**MODERATOR:** Peki üniversitedeki sınavlarınız arkadaşlar?

**C1:** Biz İngilizce bölümü öğrencileri olduğumuz için her alanda ayrı değerlendiriliyoruz. Dinleme okuma konuşma yazma ayrı ayrı değerlendiriliyor dolayısıyla daha adil bir değerlendirme oluyor diye düşünüyorum. Bir öğrenci konuşmada iyi olabilir yazma da kötü olabilir ayrı değerlendiriliyor ama lisede eğer öğrenci yazmada iyiye başarılı sayılıyor. Ama üniversitede ayrı ayrı ve daha adil bence.

**C2:** Üniversiteye başlarken lisede yabancı dil bölümü mezunu olmuş öğrenci var. Biz lise yabancı dil çıkışlıyız ve bizden konuşmada yazmada ileri düzey seviye bekliyorlar aslında biz bunları görmedik. Ünivde aslında bizim bunları temelden almamız lazım. Yani biz geçen yıl çok sıkıntı çektik ünivde başlarken en alt seviyede başlamamız lazım.

**C3:** Her ne kadar dil bölümü mezunu olsak da ülkemizdeki yapılan sınavda bizim daha çok akademik yönden başarımız ele alınıyor, gramer açısından yani.

**C4:** Mesela geçen yıl ben ilk kez gördüm biz lisedeyken dinleme konuşma diye ayrı ayrı hiç görmemiştik ben geçen yıl özellikle dinleme dersinde çok zorluk çektim ilke defa dinleyerek yazmaya anlamaya çalışıyordum ama buradakinin çok daha faydalı olduğunu düşünüyorum.

**C1:** Biz buraya geldiğimde diyelim gramerden iyi bir puan aldık sanılıyor ki bu insan yazmada çok iyi konuşmada çok iyi ama sınav sadece bizim gramer bilgimizi ölçüyor ve biz konuşmak istesek hep gramer öğrendiğimiz için grameri uygulamaya çalışıyoruz. Üniversiteye kadar çok boş geliyoruz burada da dinleme okuma konuşma yazma olunca da profesyonel şeyler bekleniyor ve biz çok bocalıyoruz.

**C5:** Mesela biz İngilizce öğretmenliğini okuyoruz ve bitirip öğretmen olunca bizlerde sistemin bir parçası olduğumuz için aynı şeyleri uyguluyoruz. Biz öyle gördüğümüz için belki biz de kolayca kaçıp öğrencilerimize sadece gramer öğreteceğiz oysaki böyle olmaması gerekiyor.

**C3:** Öğretildiği gibi bazen uygulamak gerekse de içinde bulunulan şartlar bunu gerektirmiyor. Staja giden arkadaşlarımız değişik uygulamalar yapmak istiyor ama staj hocaları buna izin vermiyor esas yapılması gereken değil de sistemi uygula diyorlar.

**C6:** Üniversitede ne yaparsak öyle kalıyoruz burada gelişmemiz gerekiyor öğretmenliğe geçtiğimiz zaman yine köreliyoruz çünkü konuşamıyoruz öğrencilerimizle İngilizce iletişime geçemiyoruz bir şekilde onlara sadece gramer öğretiyoruz biz de. Yani burada geliştik geliştik yoksa kalırız çünkü pek çok İngilizce konuşamayan öğretmen var biz de onlar gibi olmamalıyız yani buradaki sistem güzel. Hocam mesela geçen yıl bir ödevimiz vardı 3-4 dk. lık konuşmamız gerekiyordu onda da mesela heyecanlanıyorduk unutuyoruz mesela ama hoca bizden üst düzey bir şey bekliyor. Beklenti biraz alt düzeyden başlarsa üste doğru daha iyi olur.

**C3:** Mesela ödev bir öğrenciyi geliştiren en önemli unsur. Yaparak yaşayarak bir şeyleri kendin öğrendiğin için daha yararlı ama verilen ödevler bizde çok mantıklı olmuyor ve çok yararlı da olmuyor. Düzenli kontrol edilmiyor. Değerlendirmeye ilgili problem var.

Bir çocuk yapsa yapsa bir gün yapmasa öđretmende onu kontrol etse o öđrenci yapmadı oluyor deđerlendirmelerden kaynaklanan sorunlar yüzünden.

**C4:** Mutlaka bizim yaptığımız ödevlerden geri dönüt almamız lazım yapıyoruz ama niye yapıyoruz ve sonucunda ne alıyoruz hiçbirimiz bilemiyoruz yapıyoruz ama nerden kaç puan aldık bilmiyoruz geri dönüt olmuyor

**C3:** hani mesela bir icraat yapsak bile elimizde bir belge olur en azından neye göre yaptığımızı biliriz.

**MODERATOR:** Başarınız belirlenirken hangi durum belirleme yönteminin kullanılmasını tercih edersiniz yöntem derken buradaki tekniklerden hangisini istersiniz arkadaşlar; yani benim başarıml deđerlendirilirken şu kullanılsa daha iyi olur benim açımdan dediğiniz hangileri, bunlardan şunu tercih ederim dediğiniz?

**C2:** Birkaç tane olabilir ev ödevi olabilir mesela çünkü presentation dedik mesela, arkadaşlarımızın yanında korkuyoruz çekiniyoruz bunun dışında günlük yazma olabilir böyle yazma gelişir ama bunun bir ev ödevi olarak ya da zorunluluk olarak verilmesi de saçma, kişinin kendi istemesi lazım.

**C6:** Hocam bu deđerlendirmeler sadece öđretmen açısından olmamalı bence bu sınıf açısından da tartışılır bir ortamda yaparsak herkesten farklı bir fikir çıkar.

**MODERATOR:** Yani hem akran deđerlendirilmesi hem öz deđerlendirmesi olması diyorsun yani

**C6:** Evet yani herkesten farklı bir fikir çıkar ve o projeyi yapan kişi açısından daha iyi olur ve daha fazla bilgi alır.

**MODERATOR:** Bunun için hangisi sence hangi deđerlendirme teknikleri kullanılsa senin açımdan daha yararlı olur yani, ben bunla kendimi daha iyi ifade ederim dediğin?

**C6:** Akran deđerlendirmesi ve öz deđerlendirme iyi olur tabi bunu öđretmen kontrol edecek ama sadece öđretmen deđerlendirmeyecek akran ve öđrencinin kendi açıklamasıyla birlikte ödev daha kalıcı olur objektif olursa.

**MODERATOR:** Objektif olması için rubrik ve çek listeleri olursa kontrol listeleri vs daha objektif bir şekilde deđerlendirilmiş olabilirsiniz.

**C7:** Ürün dosyası ya da kontrol listeleri olabilir

**C8:** Ben de bunun çok yararlı olduğunu düşünüyorum bunun içinde bir değil pek çok çalışma var çünkü. Ve günlük yazarken makale yazarken deneme yazarken önemli.

**C3:** Konuşma aktivitelerinde çok iyi değilim. Eğer hoca sadece bununla değerlendirirse hiçbir şey bilmediğimi düşünebilir. Bence çek listeleri ve rubrik en önemlileri bunlar bence. Aşamalı aşamalı sürekli öğrenci göz önünde bulundurularak yapıldığı için daha doğru bir değerlendirme olduğunu düşünüyorum. Sınavlarda tek yönlü olmamalı herkesin başarılı olduğu alan farklıdır kimisi yazmada kimisi konuşmada daha başarılıdır. Eğer öğretmen çeşitli teknikler kullanırsa biz de kendimizi daha iyi yansıtabiliriz.

**C5:** Mesela bir metni sesli okuma ve dikte bize çok yarar sağlıyor. Ben ilk okuduğum zaman çok heyecanlanıyordum. Fakat öğretmen böyle yapmaya devam ettikçe kendimi geliştirdim. Türkçe konuşurken bile oluyor bu ama öğretmen bunu sürdürdükçe bu durum aşılabılır. Öğrenci parçalara aşına oluyor İngilizce okuduğunun da farkında oluyor artı gözlem yapması öğretmen için en önemli şeydir. Öğretmen öğrencileri objektif bir şekilde değerlendirirse öğrencinin nasıl başarılı olabileceğini de anlayabilir.

**C1:** Öğretmenlerin verdiği ödevler de değerlendirmeler de esnetilebilir olmalı bence. Mesela cevap anahtarı oluyor sadece oradaki cevabın aynısı değil diye elemek mantıksız oluyor. Çünkü özellikle İngilizcede bazı durumlarda birçok seçenek doğru olabiliyor. Belki öğretmen o cevap anahtarını hazırlarken o detayı düşünmedi ama diğer öğrenciler kontrol ettiğinde hocam ben bunu böyle düşündüm bu şekilde de düşündüm dediğinde hayır olamaz diye kesin konuşmamalı, düşünmeli değerlendirmeli. Öğretmenler yanılmaktan korkmamalı bence. Ben genelde bunu gözlemliyorum öğretmen kendine saygısızlık bilgisine saygısızlık olarak algılıyor hepimiz insanız ve yanılabiliriz. Hocam bence ödev öğrencinin gelişimine katkı sağlar ama dayatılma bence hiçbir şekilde olmamalı. Ama şuan o kadar değişik şeyler çıktı ki ben küçük kuzenlerime İngilizce öğretmeye çalışıyorum interaktif oyunlar interaktif boşluk doldurmalar özellikle çocuklar bayılıyorlar. Bence bir öğrenciye ödev verilecekse oyun ya da etkinlik tarzı eğitici ama aynı zamanda eğlendirici şekilde verilirse ödevlere ilgi artar internetten kes kopyala olayı olmaz kendi yaratıcılıklarını ve isteklerini ödevde yansıtacaklarını düşünüyorum bence bu şekilde verilen ödevler öğrenciye çok daha fazla fayda verecek diye düşünüyorum yoksa öğrenciye şunu

10 kere yaz dediğin zaman beyin kendini blokladığından dolayı istemiyor kendi. Öğrenmeyi belli bir yerde reddediyor ama yarışmalarla çeşitli şeylerle onlara anlattıysan çok daha iyi kalıcılık sağlayacağını düşünüyorum ben.

**C4:** Ben kavram haritaları tekniğinin faydalı olacağını düşünüyorum. Çünkü görsel hafıza olarak daha kalıcı oluyor. Mesela şemaları gördüğümüzde insan otomatik olarak şekli gözünün önüne getiriyor.

**C9:** Zeynep arkadaşımız açıkladı da hocam hani sadece bilgi değil de oyunla yapılan daha eğlenceli geliyor mesela biz speaking dersinde öyle yapmıştık çok eğlenmiştik bize bile eğlenceli geliyor

**C3:** Hocam her ne kadar hoca bize doğru teknikler uygulasa da bizim de yapmamız gereken şeyler var bunları uyguladıktan sonra bazı şeyleri günü gününe yapma ya da çalışma da çok önemli.

**C10:** Bence öğretmenle alakalı aslında, herkes yazarak anlayamaz ya da herkes dinleyerek daha az anlayabilir. Öğretmen bireysel farklılıklara dikkat etmeli; öğretmen tek bir özelliğe göre değerlendirmemeli yani.

**MODERATOR:** Yani bireysel farklılığı göz önüne alarak değerlendirme yapabilir. Bu yüzden size bir şey soracağım teknik seçiyorsunuz ya hani bunu seçmenizin nedenleri neler mesela kavram haritası seçtim şunu seçtim vs. nedir nedenleri. Mesela akademik başarıyı arttırdığı için mi bunları istiyorsunuz veya farklı nedenleri var mı?

**C1.Konuşmacı:** Öncelikle akran değerlendirmesi

**MODERATOR:** mesela sen dedin ki daha çok ben bu teknikle değerlendirilmek istiyorum şu sebepten dolayı.

**C1:** Oyunlarla interaktif etkinliklerle bilginin öğrencide daha kalıcı olacağını düşünüyorum ve şöyle bir şey var insan öğrenirken sıkılırsa anlayamaz öğrenen kişinin isteğini arttırmak her şekilde onun derse katılımını ya da konuştuğumuz neyse ona katılımını arttıracaklarını düşündüğüm için daha yararlı.

**C10:** Bence de aynı şekilde öğrenmeye katkı sağladığı için hani normal bir şekilde hoca anlatsa biz yine öğrenebiliriz ama etkinliklerle bu bize katkı sağlayabilir.

**C4:** Ben kavram haritalarının faydalı olabileceğini düşünüyorum çünkü ben böyleyim görerek daha başarılı olduğumu düşünüyorum çünkü insan beyni de böyledir otomatik olarak onu çeker. Ve portfolyonun da faydalı olabileceğini düşünüyorum her alanda değerlendirilebilmesi için daha adil

**C3:** Ben de kavram haritasında ve portfolyo da hemfikirim çünkü çok baskın yönüm ben ezberciliğe karşıyım çünkü unutuluyor ama biz unutmamamız gereken bir işle meşgulüz bu yönle ezberleme fazla oluyor diğer şekilde akılda kalması daha uygun.

**C5:** Bence sunum yapma öğrencinin kendisine olan güvenini de arttırıyor. Öğretmenler sunum kullandığında, heyecanımın azaldığını hissediyorum ve motivasyonumun arttığını. Öz güveni artıyor aynı zamanda daha da aşına oluyor. Kendini ifade edebilmeyi öğreniyor konuya hâkim oluyor, telaffuz olaraktan da fayda sağlıyor aynı zamanda gözlem yapmak çok önemli gözlem yaptığımızda görebiliyoruz dönüt verebiliyoruz.

**C6:** Hocam her kategori için ayrı değerlendirme yapmamız gerekiyor mesela konuşma için ayrı dinleme için ayrı. Bu şekilde dil becerilerimizi geliştirebiliriz ve heyecanımızı da yenmiş olabiliriz. Yüzde elli akademik başarı için yüzde elli de kendimizi geliştirmek diye düşünüyorum. Gözlem yapma sunum yapma çok önemli, kendi heyecanımızı yenmemiz gerekiyor.

**C7:** Dereceli puanlama sistemi önemli nerde eksikimiz olduğunu görür anlarız kendimizi geliştirebiliriz yanlışlarımızı görüp onların üstüne gideriz.

**C8:** Bir metni sesli okuma iyi olabilir mesela yanlış okuduğumuzda hoca bizi uyarıyor ve o benim aklımda kalıyor bana yararlı oluyor aklımda kalıyor yani kalıcı öğrenme için. Elektronik ürün dosyası da ben mesela bilgisayarım da dosya yapıyorum yaptıklarımı saklıyorum o da yararlı bir şey çünkü onları izledikçe kendi emeğimi görüyorum. Kontrol listeleri onları da biz yapıyoruz mesela bazı yararlı olduğu yerler var yararlı olmadığı yerler var.

**C6:** Kendimize bir şeyler katabileceğimiz son yer üniversite. Öğrencilerle bulduğumuzda ne öğrendiysek onlara bunu uygulayacağız. Bu yüzden okulda yapılan sunumlar ödevler konuşma tarzımız diyaloglarımız bunların hepsi bize etki ediyor. yani yaptığımız her etkinliğin aslında bize yararı var öz güven açısından kendimizi nasıl ifade



edebileceğimiz açısından bunlar çok önemli. Kendi gelişimim açısından bunları yararlı buluyorum. Aslında şunu da söylemek gerekirse mesela konuşma dersinde daha çok hocanın konuşma yaptığını görüyorum bu yüzden hoca bizden video istediğinde biz videoda daha başarılı olamıyoruz. Çünkü sınıfta konuşmamızı geliştirecek daha fazla aktivite yapamıyoruz hoca İngilizce konuşuyor ve o konuşunca bizim anlamamızı bekliyor. Ders isimlerine göre uygulaması da ona denk olmalı bence.

**MODERATOR:** Demek istiyorsun ki becerilere göre hocanın kullandığı tekniklerde çeşitlilik gösterilsin istiyorsun

**C6:** Evet. Speaking yapmamız lazım hocam bizim TÜM sınıf olarak gördüğüm eksiklerimiz konuşma ve bizim bunu geliştirmemiz lazım bu yüzden konuşma dersinde hocanın değil bizim konuşmamız lazım. Konuşma ağırlıklı sınav olmamız lazım.

**C1:** Hocam bu benim şahsi görüşüm; üniversiteye yeni geçen öğrenci ve öğretmen olarak konuşmanın İngilizce olarak karşılıklı işlenmesi gerektiğini düşünüyorum öğretmen konuşup şunu şöyle yapacaksınız bunu böyle yapacaksınız yerine 2 öğrenciyi alın size konu veriyorum başlayın konuşmaya bu şekilde öğrencinin tamamen kendinin konuşturulması üzerinde durulursa konuşma dersleri her zaman etkili olur.

**C6:** Ve böylece öğrencinin derse gösterdiği çaba da görülmüş olur bunun bizde kalıcı olması sağlanır. Öğrendiklerimizi yeni durumlara aktarabiliriz. Bunu ileriye taşıyabilmemiz için daha iyi olur.

**C3:** Ben kendi kişisel gelişimim olduktan sonra akademik başarı da gelir yani. Sadece akademik başarı için bir şey istersek mecburen

**MODERATOR:** Sizi bu teknikleri seçmeye iten kişisel özellikleriniz nelerdir? Yani nasıl bireysel farklılıklarınız var ki bu teknikleri tercih ediyorsunuz?

**C4:** Hocam yazarak çok iyi anlıyorum özellikle kendim sınava çalışırken her alanda önce onu bir yazmam lazım not çıkarmam lazım yani önümde bir not kâğıdı bile olsa kendim yazmazsam hiçbir şekilde anlamıyorum hocam yazarak çalışmanın daha faydalı ve akılda kalıcı olduğunu düşünüyorum.

**C1:** Ben kendim işitsel öğrenciyim eğer bir şeyi defalarca dinlersem onu anlarım ve eğer onu yanlış telaffuz ediyorsam dilimi de değiştiririm onun doğrusunu öğrendiğimde

dođru şekilde telaffuz etmeye bařlarım benim için sunum yapma dinleme gerektiren görme gerektiren řeyler bana daha kalıcı öğrenmeler sađlıyor. Mesela ben sözlük sayfasında kelimenin yerini hatırlıyorum görsel ve işitsel hafızam çok yüksek ve ben kendi öğrencilerimde de aynı sistemleri uygulardım.

**C4:** Ben de yazarak öğreniyorum

**C3:** Hem yazmada yazıyorsun beyinle alakalı beyne geçiyor hem görsel bir řey çıkıyor önüne o yönden ki bunu destekleyici tabiki dinleme olur konuşma olur yapılmalı ama bunlar bence ana unsur.

**C5:** Ben hani yazılması gereken dersler vardır çalışırken not alınması gereken dersler vardır bunlarda ben dersi dinlersem daha iyi verim alıyorum. Mesela sınava iyi çalışmadan girdiđim oluyor iyi not alıyorum niçin derste dinlediklerim kalıcı oluyor çünkü. zaten kiři kendini biliyorsa nasıl çalıştıđını anladıđını da biliyordur. Bireysel farklılıđım mesela ben sunum da pekiyi deđilim bu yüzden sunumun yapılması taraftarıyım. Ben eksikliklere odaklanılması taraftarıyım.

**C3:** Ben de eksikliklere odaklandıđım için bu yüzden konuşma yönünden çok zayıfım mesela, hoca beni sadece bununla deđerlendirirse o zaman hiçbir řey bilmiyormuřum gibi olur. O yüzden çok yönlü olsun istiyorum.

**C1:** Hocam bir de her insanın öğrenme kapasitesi farklı. Diyelim siz öğrenciye yüzde elli barajını koydunuz yüzde 49 luk öğrenciyi siz o zaman kaybediyorsunuz. Öğrenci kendini ařađılanmıř hissediyor ařađı hissediyor oysaki bizim öğrenciye her insanın öğrenme kapasitesinin farklı olduđunu hissettirip ve biz de bunu bilerek herkese farklı şekilde davranmamız gerekiyor bence. Çünkü belli bir standart koyarsanız o standardın altındaki öğrenciler kendini düşürüyor üstündekiler de ben çok iyi yapıyorum diye çalışmıyor. Bence böyle standardın konulması da yanlış.

**C9:** Drama zekası çok önemli yani önce bir řeyi öğrenirken benim onu yaşamam lazım. Uygulama yapmam lazım vücut dilimi kullanmam lazım onu yařayarak bir konuma getirerek daha çok kalıcı olmasını sađlamam lazım hepimiz buraya geldik ama yurt dıřına gitme gibi bir imkânımız yok. Bu yüzden öğretmenler bizim iyi bir konuşmacı olmamız için konuşma aktiviteleri yapmalılar. Turistler de ne kadar çok görüşüp uygulama yapacađız. O yüzden konuşma etkinlikleri de yapmalıyız yarın bir gün yurt dıřına gidecek

olsak takılıp kalırım ilk bana bir şey sorduğu zaman anlamam. Drama daha mantıklı geliyor bu yüzden ve eksikliklerimi gidermemize yardımcı oluyor.

**C1:** Hocam bir de ne yaparsak yapalım kendimizi geliştirecek bir çevre bulmak zorunda kalıyoruz. Bunu ister internet üzerinden ister sınıf ortamından bir şekilde sürekli olarak birileriyle İngilizce konuşma yazışma ihtiyacımız var çünkü hocam akademik olarak çoğu insan kendini geliştirebiliyor ama basit ve günlük hayatta kullanılacak en basit kalıpları bilmiyor. Akademik reading olarak 5-6 sayfa yazıyı okuyup anlayabiliyoruz ama mesela yurt dışına çıktığımız zaman hava alanlarında pasaport kontrollerinde konuşmayı doğal bilgiyi bilmiyoruz bunun için pratik yapmalıyız. Hocam ben dil kursuna gittiğimde hoca yabancıydı Türkçe bilmiyordu onunla konuşmak insanın speaking ini inanılmaz geliştiriyor çünkü hoca Türkçe bilmiyor ve ister istemez İngilizce kontak kurmak zorundasın hocanla ve feedback o kadar olumlu etkiliyor ki hem yerel aksanı öğreniyorsun hem telaffuzu hem rahat olmayı günlük konuşmaları öğrenme açısından çok yararlı ve bu yüzden öğrencilerin pratik alanları geliştirilmeli artık öğrenci değişim programlarıyla mı olur erasmus olabilir farabi olabilir.

**C3:** Bence özetlersek bizim pratik yapmada sorunumuz var ve değerlendirilme aşamasında bizde bir korku oluyor ya düşük not alırsam gibi işte bu da bu sefer performansımızı etkiliyor.

**C5:** Az önce eksikliklerden bahsettik ama eksikliklerimiz bizim zaafımız gibi değil de onu ortadan kaldırmaya yönelik olmasını isterim ben.

**C3:** Ben tek bir yönden değerlendirilmek istemiyorum ki diğer eksikliklerime faydalı olsun çoklu değerlendirme.

**MODERATOR:** Tamam çok güzel peki arkadaşlar sizler öğretmen adaylarısınız. Öğretmen olduğunuz zaman hangi teknikleri kullanmak istersiniz ve niçin? Yani niçin arkadaşlar şu tekniği kullanırım ve sebebi nedir?

**C1:** Hocam açıkçası ben hani belli bir iki tane tekniğe bağlı kalınmasının yanlış olduğunu düşünüyorum öğretmen tüm değerlendirme şekillerine hâkim olmalı öğrenciyi de baza alarak yani mesela bir öğretmen 10 yıl boyunca tüm öğrencilere uyguladığı sistemi oturtup o şekilde gitmemeli. Çevreler değişiyor insanlar değişiyor siz değişiyorsunuz buna göre kendi tekniklerini sürekli değiştirmeli. Ben öğrenci portfolyosunun çok yararlı

olduğunu düşünüyorum mesela yazma dersinde yazma yaptırmaya başladım çocuklara ilk yazıları ile 6 ay sonraki yazılarını karşılaştırdıklarında kendilerinde gelişimi görüp kendilerini daha iyi analiz edip kendilerinin cesaretlenmelerini isterim. Ben ilk yazmaya başladığım zamanki essaylerimle şuanki essaylerim arasındaki farklılıkları görüyorum kelimelerin genişliyor daha üst seviyede kelimeler kullanmaya başlıyorsun edit ettiğinde kendi hatalarını daha rahat bulmaya başlıyorsun ve bu da öğrenciyi çok geliştiriyor bence bir metni sesli okumanında aynen öğrenciyi hem dinleme hem konuşma açısından faydalı olduğunu düşünüyorum ama mesela bir metin sesli okunurken bir kısım anlaşılmadıysa önce onun açıklanıp sonra devam edilmesi gerektiğini düşünüyorum çünkü eğer bir yer anlaşılmamış kalıyorsa diğer geri kalanı da kopuyor özellikle okuduğumuz metin birbiriyle çok ilişkili bir metinse bir parçasını kaçırdığında diğerini yakalayamayacaksın öğrenci açısından büyük sıkıntı olabiliyor bunun için öğrenci anlamadıysa söylemeli ve o cümle açıklanmalı bu öğrenci açısından daha iyi olur ve ben sunum yapmanın özellikle öğrenciyi inanılmaz derecede geliştirdiğini düşünüyorum ama burada öğretmen faktörü gerçekten çok önemli. Bir insandan beklenti yükselince heyecan çok çok fazla artıyor. Bir de sunum yapılacak konuyu çok iyi belirlerseniz öğrenciye aynı zamanda gelişim de katacaksınız. Mesela servet hoca bize sunum yaparken heyecanı yenmenin yollarından bahsetti ben ödevi hazırladım aynı zamanda sunum yapmamı geliştirdim ama aynı zamanda kendime çok iyi bilgiler edindim.

**C4:** Bir öğretmen her tekniğe hâkim olmalıdır örneğin Türkçe dersinde sadece bir tekniği göz önüne alıyoruz presentation yani bir tekniğin bir ders için uygulanmasının hiç yararlı olduğunu düşünmüyorum.

**MODERATOR:** İngilizce için düşün

**C4:** İngilizce de de bu böyle bir dinleme yaparsak ve sürekli aynı tür şeyi dinlersek sadece o alanda kendi gelişimimiz sağlanır mesela hiç dinlemediğimiz alanlarda dinlemeler yaparsak ki yazıda da bu böyle farklı olunca gelişiriz ama sürekli genel şeyler hakkında yazarsak bu bizi geliştirmez. Sınav içinde mesela çoktan seçmeli testler doğru yanlış testleri eşleştirmeli testler bunlar yine asla tek tek düşünülmemeli bence hepsi bir bütün halinde incelenmeli.

**C6:** Hocam biz şimdi hepimiz öğretmen adayız ve biz mezun olduğumuzda bunların hepsini kapsamamız lazım öğrencilerimize de bunların hepsini eşit şekilde uygulamamız lazım.

**C3:** Bu bireysel farklılık meselesi çok önemli çünkü sen bir insana İngilizce öğretmek istiyorsan ona göre vermen lazım yani bunları yaptım olmuştur diyemezsin yani.

**C1:** Hocam bireysel farklılıkları göze almazsan en başta öğrencinin öğretmene olan güveni azalır aradaki bağ belli bir yerde kopar. Örneğin benim dinleme becerim iyi yazmam kötü ve hoca bir sınav yaptı sadece yazma var ve benim iyi olduğum alan içerisinde değil o zaman ben hocanın değerlendirmesinin yanlış olduğunu düşünürüm ve hocaya karşı negatif bir düşüncem olur.

**C2:** Ben de arkadaşlarım gibi düşünüyorum bütün teknikler bilinmeli ama ben öğretmen olduğum zaman kesinlikle sunuma dramaya çok yükleneceğimi düşünüyorum ve şöyle bir şey var biz 4.sınıftan beri İngilizce görüyoruz ama doğru düzgün konuşma etkinliklerimiz olmuyor ve hala aynı şeyleri görüyoruz ilkokulda da lisede de “what is your name?” Ben öğrencilerim konuşma becerisi iyi olsun isterim üniversiteye geldiğimiz zaman mesela sadece İngilizce öğretmenliği için değil farklı bir bölümü kazandıklarında da ben İngilizce biliyorum konuşabiliyorum diyebilmelerini isterim yani.

**C5:** Arkadaşların belirttiği gibi her tekniği uygulamayı isterim bende sonuçta her öğrencinin farklı beyin yapısı var algılayış tarzı var. Ben İngilizceyi çok seviyordum ama lisede hayal kırıklığına uğradım üniversitede de olduk aynı yani. Bunu yaşatmak istemem öğrencilerime. Drama sunum bunlar çok önemli kişiliği de geliştiriyor içlerinde büyük cevherler vardır ama sistemden dolayı baskıdan dolayı hep ezber olduğu için bunu ortaya çıkaramıyorlar.

**C3:** İşte zaten ben ezbercilik konusuna değinmek istiyorum ezbercilik olduktan sonra biz öğrenmiş olmuyoruz mesela bir dildeki metni başka bir dile çevirme olsun ya da okuduğu hikâyeyi tekrar anlatmada yeterlilik ya da cümleyi aynı anlama gelecek şekilde yeniden yazma. Bunlar olursa zaten ezbercilikte kurtuluruz kendi yorumlarımızı katarsak anlamamız kolaylaşır.

**C1:** Hocam ben de Zehra ya katılıyorum drama ve sunum yapma insanın dil becerilerinin gelişmesinde çok büyük katkı sağlıyor ayrıca ilk başta öğrenci zorlanıyor ama

belli bir süre sonra öğrencinin üstüne gittikçe yapması için cesaretlendirdikçe inanılmaz akıcı konuşmacılara rastlıyoruz ve öğrencilerin öz güveni artıyor.

**C3:** İşte eşit derecede verilmesi gerekiyor bu defa biz bunları göz önünde bulundurmadan geldik ama siz de bunlar göz önünde bulunduralım diyorsunuz bu sefer de diğer kısım yok oluyor teknik akademik kısım yok oluyor ikisi bir arada olmalı.

**C8:** Ben sunum yapmayı. Mesela benim utangaç bir yapım var buraya geldik sunum yaptım çok çekindim kendimi yeterince ifade edemedim ama bittiğinde de çok hoşuma gitti yani öğretmen olduğumda belli bir topluluğun önünde konuşacağız onlara ders anlatacağız.

**C4:** Ben paraphrasing tekniğinin de çok yararlı olduğunu düşünüyorum çünkü; tamamen metni kendi açımızdan tekrar yorumluyoruz, tekrar başka bir şekilde ifade ediyoruz ve çok yararlı olacağını düşünüyorum.

**C1:** Aynı cümleyi eş anlamlarını kullanarak aynı anlama gelecek şekilde çevirmek hem kendi dil kullanımını geliştiriyor hem de sözcük dağarcığını fazlasıyla geliştiriyor.

**C6:** Ben mesela not sistemine çok bağlı kalmak istemiyorum sınavda farklı bağlaçlar kullanmak istiyorum acaba yanlış mı yazdım notum mu düşecek diyorum geri siliyorum.

**C9.Konuşmacı:** Drama ve sunumla dersi yaşatmak isterim onlara, topu öğrenciye atarak zihninde geliştirmesiyle onu kurgulayıp bize nasıl aktardığına bakarım mesela. aslında konuyu kavraması kendi sayesinde olur hem dersi eğlenceli yaparım hem öğrenciyi sıkmam.

**MODERATOR:** Peki arkadaşlar size son olarak şunu sorayım. Alternatifi anlatmıştım size Klasik anlatmıştım bir de mix. Sırasıyla hangilerini istersiniz?

**C3.Konuşmacı:** Ben mix olanı isterdim

**MODERATOR:** Alternatif; süreç odaklı portfolyo kavram haritası dil portfolyo rubrikler checklistler gibi mi yoksa klasik değerlendirmede; sınav üzerine odaklı öğretmen merkezli değerlendirme mi?

**EVERYBODY:** Her ikisinin birlikte kullanılması.

**C3:** Ben karışık olanı tercih ederim çünkü diğerinde sürece yayarak öğrenmesi bekleniyor ama öğrendi mi öğrendiklerini aktarabiliyor mu ben mix olsun isterdim.

**C1:** Eđer bu eđitim sisteminde olmasaydık ben kesinlikle alternatifin olacađını dűşünürdüm ama ben uzun yıllar boyunca bu eđitim sisteminin deđiřeceđini dűşünmüyorum bu yüzden öđrencilerim belli bir sınava tabi tutulacak bu yüzden öđretmen adayı olarak mix yapmam gerekiyor ki öđrenciyi bir yandan geliřtirmem gerekiyor ama bir yandan da yapacađı tüm akademik sınavlarda başarısına da katkı sađlayacak řekilde de olmasına dikkat etmeliyim.

**C9:** Mix isterdim. Derecesi faklı olan kiřilerin aynı sınıfta olması kargařa yaratır. Hem derecesi düşük olan öđrenci için hem fazla olan öđrenci için o yüzden mix daha kullanıřlı bir yöntem.

**C1:** Ben de tam tersi olarak yani öđrencinin seviyesini bir süreç içinde görmek isterim öđrenciyi bir kere sınava alıp bir kere yazmakla yani bizim sistemimizde önümüze bir gramer kâđı koyuluyor diyelim 90 puan alanlar bir sınıfa,80 alanlar bir sınıfa bu yanlıř bir sistem ben 9.konuřmacının ne demek istediđini anladım ama ben řu anki sistemden bahsediyorum. Eđer öđrencileri süreç içinde tanıyıp süreçte yaptıđı tüm etkinlikleri göz önünde bulundurursam sınava da gerek kalmayacak belli bir süre sonra.

**C7:** Ben de mix. Öđrenciyi derse katmamız gerekiyor hem de ne kadar öđrendiđini bilmemiz gerekiyor ve ona göre bir yol haritası çizmemiz gerekiyor.

**C6:** Ben de mix olması gerektiđini dűşünüyorum hocam öđrenciye her řekilde katkıda bulunmamız için en mantıklısı bu.

**MODERATOR:** Teřekkür ederim arkadařlar; katıldıđınız için çok sađ olun.

APPENDIX 9:

ÖLÇME TEKNİKLERİ FARKINDALIK ANKETİ (ÖTFA)

DE 15

Değerli öğrenciler, bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen öğrencilerin yabancı dilde değerlendirme tercihlerini ve nedenlerini saptamaktır. Aşağıda vereceğiniz bilgiler sadece araştırma amaçlı kullanılacaktır. Lütfen her cümleyi dikkatlice okuyunuz ve belirtilen yöntemle değerlendirilmeyi ne düzeyde tercih ettiğinizi karşısındaki kutucuklara "X" işareti koyarak belirtiniz.

1= HİÇ 2= BİRAZ 3= ORTA 4= İYİ 5= ÇOK İYİ

I.BÖLÜM: Aşağıda yer alan ölçme ve değerlendirme tekniği hakkında bilginiz var.					
1. Bir dildeki metni başka bir dile çevirme	1	2	3	4	5
2. Sunum yapma(Presentation)	1	2	3	4	5
3. Ev ödevi hazırlama	1	2	3	4	5
4. Günlük yazma	1	2	3	4	5
5. Sözlü sınav	1	2	3	4	5
6. Bir metni sesli okuma	1	2	3	4	5
7. Öğrencilerin kısa cevap vermesini gerektiren yazılı testler	1	2	3	4	5
8. Öğrencilerin uzun cevap vermesini gerektiren yazılı testler	1	2	3	4	5
9. Öğrenci ürün dosyası (Portfolyo)	1	2	3	4	5
10. Elektronik ürün dosyası (E-Portfolyo)	1	2	3	4	5
11. Akran değerlendirme/Bir öğrencinin yaptığı çalışmayı diğer bir arkadaşının değerlendirmesi	1	2	3	4	5
12. Öz değerlendirme/Öğrencinin kendi yaptığı çalışmaya kendi not vermesi	1	2	3	4	5
13. Yapılandırılmış grid	1	2	3	4	5
14. Performans görevi ve değerlendirme	1	2	3	4	5
15. Kontrol Listeleri (Checklists)	1	2	3	4	5
16. Çoktan seçmeli testler	1	2	3	4	5
17. Doğru yanlış testleri	1	2	3	4	5
18. Eşleştirmeli testler	1	2	3	4	5
19. Proje ödevleri	1	2	3	4	5
20. Öğrencinin derste gösterdiği çabaya not verilmesi	1	2	3	4	5
21. Dereceli puanlama anahtarı (Rubrics)	1	2	3	4	5
22. Gözlem yapma	1	2	3	4	5
23. Kavram haritaları	1	2	3	4	5
24. Drama	1	2	3	4	5
25. Poster hazırlama	1	2	3	4	5
26. Boş bırakılan yeri uygun kelime ya da kelime öbeği ile doldurma	1	2	3	4	5
27. Okuduğu hikâyeyi tekrar anlatma (Retelling)	1	2	3	4	5
28. Derse devam/devamsızlığa göre not verilmesi	1	2	3	4	5
29. Söyleneni/ Dinlenen Yazma (Dictation)	1	2	3	4	5
30. Cümleyi aynı anlama gelecek şekilde yeniden yazma (Paraphrasing)	1	2	3	4	5
31. Örnek sunulması gereken sorular	1	2	3	4	5
32. Diğer.....	1	2	3	4	5

II.BÖLÜM: Kişisel Bilgiler	
1. Cinsiyet: Bay (....) Bayan (X.)	
2. Yaş: 22	
3. Bölüm: İngiliz Dili ve Edebiyatı	
4. Hazırlık Geçme Notunuz: 75	
5. İngilizce dersinde kendinizi hangi ölçüde başarılı buluyorsunuz? Çok az yeteneğim var (....) Biraz yeteneğim var (....) Orta (....) Yeteneğim var (....) Çok Yeteneğim Var (X.)	
6. Aşağıdaki cümlelerden hangisi sizi daha iyi tanımlamaktadır? a) Genellikle yalnız kalmayı tercih eden, gözlemci ve içe dönük biriyim. b) Genellikle diğer insanlarla birlikte olmayı seven, sosyal ve dışa dönük biriyim.	



ÖLÇME TEKNİKLERİ FARKINDALIK ANKETİ (ÖTFA)

IDE 3

Değerli öğrenciler, bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen öğrencilerin yabancı dilde değerlendirme tercihlerini ve nedenlerini saptamaktır. Aşağıda vereceğiniz bilgiler sadece araştırma amaçlı kullanılacaktır. Lütfen her cümleyi dikkatlice okuyunuz ve belirtilen yöntemle değerlendirilmeyi ne düzeyde tercih ettiğinizi karşısındaki kutucuklara "X" işareti koyarak belirtiniz.

1= HİÇ 2= BİRAZ 3= ORTA 4= İYİ 5= ÇOK İYİ

I.BÖLÜM: Aşağıda yer alan ölçme ve değerlendirme tekniği hakkında bilgim var.					
1. Bir dildeki metni başka bir dile çevirme	1	2	3	<input checked="" type="checkbox"/>	5
2. Sunum yapma(Presentation) <i>hocalar, testler, sunum, konuşma</i>	1	2	<input checked="" type="checkbox"/>	4	5
3. Ev ödevi hazırlama	1	<input checked="" type="checkbox"/>	3	4	5
4. Günlük yazma	1	<input checked="" type="checkbox"/>	3	4	5
5. Sözlü sınav	1	2	3	<input checked="" type="checkbox"/>	5
6. Bir metni sesli okuma	1	2	3	<input checked="" type="checkbox"/>	5
7. Öğrencilerin kısa cevap vermesini gerektiren yazılı testler	1	2	3	4	<input checked="" type="checkbox"/>
8. Öğrencilerin uzun cevap vermesini gerektiren yazılı testler	1	2	<input checked="" type="checkbox"/>	4	5
9. Öğrenci ürün dosyası (Portfolyo)	1	2	<input checked="" type="checkbox"/>	4	5
10. Elektronik ürün dosyası (E-Portfolyo)	1	2	<input checked="" type="checkbox"/>	4	5
11. Akran değerlendirme/Bir öğrencinin yaptığı çalışmayı diğer bir arkadaşının değerlendirmesi	1	<input checked="" type="checkbox"/>	3	4	5
12. Öz değerlendirme/Öğrencinin kendi yaptığı çalışmaya kendi not vermesi	1	2	3	<input checked="" type="checkbox"/>	5
13. Yapılandırılmış grid <i>? grid ne demek?</i>	1	2	3	4	5
14. Performans görevi ve değerlendirme	1	<input checked="" type="checkbox"/>	3	4	5
15. Kontrol Listeleri (Checklists)	1	2	<input checked="" type="checkbox"/>	4	5
16. Çoktan seçmeli testler	1	2	3	4	<input checked="" type="checkbox"/>
17. Doğru yanlış testleri	1	2	3	4	<input checked="" type="checkbox"/>
18. Eşleştirmeli testler	1	2	3	4	<input checked="" type="checkbox"/>
19. Proje ödevleri	1	<input checked="" type="checkbox"/>	3	4	5
20. Öğrencinin derste gösterdiği çabaya not verilmesi	1	<input checked="" type="checkbox"/>	3	4	5
21. Dereceli puanlama anahtarları (Rubrics)	1	<input checked="" type="checkbox"/>	3	4	5
22. Gözlem yapma	1	2	<input checked="" type="checkbox"/>	4	5
23. Kavram haritaları <i>? kavram haritası ne?</i>	1	2	3	4	5
24. Drama	1	2	<input checked="" type="checkbox"/>	4	5
25. Poster hazırlama	1	2	3	<input checked="" type="checkbox"/>	5
26. Boş bırakılan yeri uygun kelime ya da kelime öbeği ile doldurma	1	2	3	4	<input checked="" type="checkbox"/>
27. Okuduğu hikâyeyi tekrar anlatma (Retelling)	1	2	3	<input checked="" type="checkbox"/>	5
28. Derse devam/devamsızlığa göre not verilmesi	1	<input checked="" type="checkbox"/>	3	4	5
29. Söylenen/ Dinlenen Yazma (Dictation)	1	2	3	<input checked="" type="checkbox"/>	5
30. Cümleyi aynı anlama gelecek şekilde yeniden yazma (Paraphrasing)	1	2	3	<input checked="" type="checkbox"/>	5
31. Örnek sunulması gereken sorular	1	2	3	<input checked="" type="checkbox"/>	5
32. Diğer..... <i>10k</i> .....	1	2	3	4	5

II.BÖLÜM: Kişisel Bilgiler	
1. Cinsiyet: Bay ( <input checked="" type="checkbox"/> )	Bayan (.....)
2. Yaş: <i>20</i>	
3. Bölüm: <i>İngiliz dili ve edebiyatı</i>	
4. Hazırlık Geçme Notunuz: <i>70</i>	
5. İngilizce dersinde kendinizi hangi ölçüde başarılı buluyorsunuz? Çok az yeteneğim var (.....) Biraz yeteneğim var (.....) Orta (.....) Yeteneğim var ( <input checked="" type="checkbox"/> ) Çok Yeteneğim Var (.....)	
6. Aşağıdaki cümlelerden hangisi sizi daha iyi tanımlamaktadır? a) Genellikle yalnız kalmayı tercih eden, gözlemci ve içe dönük biriyim. <input checked="" type="radio"/> Genellikle diğer insanlarla birlikte olmayı seven, sosyal ve dışa dönük biriyim.	

ÖLÇME TEKNİKLERİ FARKINDALIK ANKETİ (ÖTFA)

IDE 19

Değerli öğrenciler, bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen öğrencilerin yabancı dilde değerlendirme tercihlerini ve nedenlerini saptamaktır. Aşağıda vereceğiniz bilgiler sadece araştırma amaçlı kullanılacaktır. Lütfen her cümleyi dikkatlice okuyunuz ve belirtilen yöntemle değerlendirilmeyi ne düzeyde tercih ettiğinizi karşısındaki kutucuklara "X" işareti koyarak belirtiniz.

1= HİÇ 2= BİRAZ 3= ORTA 4= İYİ 5= ÇOK İYİ

I.BÖLÜM: Aşağıda yer alan ölçme ve değerlendirme tekniği hakkında bilgim var.					
1. Bir dildeki metni başka bir dile çevirme	1	2	3	4	5
2. Sunum yapma(Presentation)	1	2	3	4	5
3. Ev ödevi hazırlama	1	2	3	4	5
4. Günlük yazma	1	2	3	4	5
5. Sözlü sınav	1	2	3	4	5
6. Bir metni sesli okuma	1	2	3	4	5
7. Öğrencilerin kısa cevap vermesini gerektiren yazılı testler	1	2	3	4	5
8. Öğrencilerin uzun cevap vermesini gerektiren yazılı testler	1	2	3	4	5
9. Öğrenci ürün dosyası (Portfolyo)	1	2	3	4	5
10. Elektronik ürün dosyası (E-Portfolyo)	1	2	3	4	5
11. Akran değerlendirme/Bir öğrencinin yaptığı çalışmayı diğer bir arkadaşının değerlendirmesi	1	2	3	4	5
12. Öz değerlendirme/Öğrencinin kendi yaptığı çalışmaya kendi not vermesi	1	2	3	4	5
13. Yapılandırılmış grid	1	2	3	4	5
14. Performans görevi ve değerlendirme	1	2	3	4	5
15. Kontrol Listeleri (Checklists)	1	2	3	4	5
16. Çoktan seçmeli testler	1	2	3	4	5
17. Doğru yanlış testleri	1	2	3	4	5
18. Eşleştirmeli testler	1	2	3	4	5
19. Proje ödevleri	1	2	3	4	5
20. Öğrencinin derste gösterdiği çabaya not verilmesi	1	2	3	4	5
21. Dereceli puanlama anahtarları (Rubrics)	1	2	3	4	5
22. Gözlem yapma	1	2	3	4	5
23. Kavram haritaları	1	2	3	4	5
24. Drama	1	2	3	4	5
25. Poster hazırlama	1	2	3	4	5
26. Boş bırakılan yeri uygun kelime ya da kelime öbeği ile doldurma	1	2	3	4	5
27. Okuduğu hikâyeyi tekrar anlatma (Retelling)	1	2	3	4	5
28. Derse devam/devamsızlığa göre not verilmesi	1	2	3	4	5
29. Söyleneni/ Dinlenen Yazma (Dictation)	1	2	3	4	5
30. Cümleyi aynı anlama gelecek şekilde yeniden yazma (Paraphrasing)	1	2	3	4	5
31. Örnek sunulması gereken sorular	1	2	3	4	5
32. Diğer.....	1	2	3	4	5

anlamını bilmediğim kelime var

ne olduğunu bilmiyorum

bilmiyorum

II.BÖLÜM: Kişisel Bilgiler	
1. Cinsiyet: Bay (.....) Bayan (X)	
2. Yaş: 20	
3. Bölüm: İngiliz Dili ve Edebiyatı	
4. Hazırlık Geçme Notunuz: 73	
5. İngilizce dersinde kendinizi hangi ölçüde başarılı buluyorsunuz? Çok az yeteneğim var (.....) Biraz yeteneğim var (.....) Orta (.....) Yeteneğim var (X) Çok Yeteneğim Var (.....)	
6. Aşağıdaki cümlelerden hangisi sizi daha iyi tanımlamaktadır? a) Genellikle yalnız kalmayı tercih eden, gözlemci ve içe dönük biriyim. b) Genellikle diğer insanlarla birlikte olmayı seven, sosyal ve dışa dönük biriyim.	

## **CURRICULUM VITAE**

Esra Bayram was born in Of, Trabzon in December, 1987. She had her high school education at Hasan Sadri Yetmişbir Anatolian High School in Sürmene. She graduated from Kazım Karabekir Education Faculty, Atatürk Univerity in 2010. She has been working as a research assisstant at Karadeniz Technical University for three years.