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EXPLORING STUDENTS' ASSESSMENT PREFERENCES AT A UNIVERSITY CONTEXT

THESIS BY
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To my beloved family…

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ABSTRACT

EXPLORING STUDENTS' ASSESSMENT PREFERENCES AT A UNIVERSITY CONTEXT

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The importance of language education is increasing day by day. Language testing and assessment constitutes one of the most important elements of language education. Considering these facts, the aim of the study is to uncover the university students' assessment preferences and the underlying reasons in an optional English preparatory program in a vocational school of a university in Mersin, Turkey. Both quantitative and qualitative research methods were utilized in this study. The adapted version of Assessment Preferences Inventory (API) by Büyüköztürk and Gülbahar (2008) was conducted to 14 students studying in the optional English preparatory program. The data obtained from the inventory was analyzed through SPSS. Then, open-ended interview questions were asked to the students, as the qualitative method, so as to find out the underlying reasons of the students' preferences. The results presented that the students mainly preferred tests with simple items due to being easier and less demanding than the ones with complex items composed of high-order cognitive questions. In addition, they preferred to be involved in the assessment process with their instructors in order to be a part of the learning and assessment processes.

Keywords: Assessment, tests, assessment preferences, exams

ÖZET

ÜNİVERSİTE BAĞLAMINDA ÖĞRENCİLERİN DEĞERLENDİRME TERCİHLERİNİN İNCELENMESİ

Onur SARIEL

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Dil eğitiminin önemi her geçen gün artmaktadır. Dil testi ve değerlendirmesi, dil eğitiminin en önemli unsurlarından birini oluşturmaktadır. Bu gerçeklerden hareketle çalışmanın amacı, Mersin ilinde bir üniversitenin meslek yüksekokulundaki seçmeli İngilizce hazırlık programında üniversite öğrencilerinin değerlendirme tercihlerini ve bunun altında yatan nedenleri ortaya çıkarmaktır. Bu çalışmada hem nicel hem de nitel araştırma yöntemleri kullanılmıştır. Değerlendirme Tercihleri Envanteri'nin (API) Büyüköztürk ve Gülbahar (2008) tarafından uyarlanmış versiyonu isteğe bağlı İngilizce hazırlık programında okuyan 14 öğrenciye uygulanmıştır. Envanterden elde edilen veriler, SPSS ile analiz edilmiştir. Ardından nitel yöntem olarak öğrencilere açık uçlu görüşme soruları sorulmuştur ve öğrencilerin tercihlerinin altında yatan nedenler ortaya çıkarılmıştır. Sonuçlar, öğrencilerin üst düzey bilişsel sorulardan oluşan karmaşık maddelere göre daha kolay ve daha az zorlayıcı olması nedeniyle basit maddelerden oluşan testleri tercih ettiklerini göstermiştir. Ayrıca öğrenme ve değerlendirme süreçlerinin bir parçası olmak için öğretim elemanları ile birlikte değerlendirme sürecine dahil olmayı tercih etmişlerdir.

Anahtar Kelimeler: Değerlendirme, test, değerlendirme tercihleri, sınavlar

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ABBREVIATIONS

CLT	: Communicative Language Teaching
CPE	: Cambridge English: Proficiency
EFL	: English as a Foreign Language
ELT	: English Language Teaching
FCE	: Cambridge First Certificate in English
IELTS	: The International English Language Testing System
MC	: Multiple-Choice
SPSS	: Statistical Package for the Social Sciences
TOEFL	: Test of English as a Foreign Language

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Testing and assessment in education are undeniably the basic elements of any education system. Researchers have never ignored the subject regarding the importance of language assessment in education (Fitriyah & Janah, 2021). The influence of assessment has gained a lot of consideration on teaching and learning practices in the relevant literature (Furaidah et al., 2015; Galikyan et al., 2019; Johnson & Shaw, 2019; Xu & Liu, 2018). The main purpose of testing and assessment is both to reveal the quality of education and to improve it by eliminating existing deficiencies if there are any. Assessment processes are carried out not to test whether students memorize certain pieces of information, but to enable them to use information, think critically and understand it. Initiatives in the preparation, implementation and evaluation of tests in order to be held for this purpose are of high importance.

Similarly, teaching and learning English, in particular, in language classrooms have been a significant subject matter throughout the historical development of foreign language education in schools, and it seems that this will still be examined by language education experts in order to meet the current needs of language learners studying at that time. In addition to the general image of foreign language learning in the world, the case is quite identical in Turkey, too. Even though there have been many attempts to improve the quality of foreign language education in schools, which starts from the early years of the elementary school to the university, there are still important improvements needed for students to help them communicate in the target language, which is English in this case.

English, as a foreign language, is a compulsory course in Turkey, and it starts to be taught from the elementary school through university with some variations of class time and content according to grades and types of schools. Innovations and improvements began to appear in teaching English language in Turkey with the adoption of the constructivist approach in 2004 by the Ministry of Education (Büyükkarcı & Sarısu, 2018).

The constructivist approach is interested in encouraging learners to build up their own knowledge and to create awareness on individual differences (Huang, 2002).

Therefore, learners began to be more active by taking responsibilities in the learning and assessment processes. However, as for assessment practices conducted in classrooms by teachers, students are not usually asked or possess any opportunities where they can report on how they request to be measured by their teachers. That is, it may be considered that students themselves could be included in the processes of the evaluation of their own achievement. The Ministry of Education required teachers and school administrations to use assessment types in accordance with the notion of the constructivist approach, such as giving projects to learners or grading learners' in-class participation, however; although the application of alternative assessment seem to be emphasized by the Ministry of Education to be utilized in classrooms, teachers may still be considered to be left alone in making decisions on how learners are supposed to be measured, which could be interpreted as the absence or negligence of students in the determination of assessment processes (Büyükkarcı & Sarısu, 2018).

As both instruction and assessment cannot be isolated from one another, it is not possible to come up with plausible reasons in order for language teachers only to take the control over assessment of their students' foreign language learning. Even though language teachers, as experts of the relevant field in language classrooms, plan and design their exams in line with their syllabus and requirements to be met by students, results obtained from the exams may not exactly reflect on what students know and can do in the target language because students may not feel comfortable with the assessment method that their teachers apply in their classrooms, or they may not perform well enough to be able to show their real performance and knowledge in the exams prepared by their teachers due to several reasons, such as being unfamiliar to types of questions in exams, feeling worried about exams. All these factors severely challenge students so that they may start to experience failure in their exams. However, when they are given exams which they have a voice in the preparation process, it is probable that students will feel less anxiety and perform better because the exams will have turned into something that they do not need to worry about. They feel relaxed and focused on their actual performance instead of struggling with their negative feelings during their exams because they know that they will be assessed in the ways they prefer.

1.2. Significance of the Study

This particular study is planned to present different ideas and dimensions to educators and decision makers about the students' perspectives regarding their assessment preferences. The exploration of students' assessment preferences is beneficial since it provides rich information on students' learning processes and its consequences (Birenbaum, 2007). Moreover, assessment based on preferences of students indicates their image of the learning environment, their understanding of learning and their attitudes towards learning, which directly influence their success (Biggs 2003; Birenbaum 2003; Struyven et al. 2005). Finally, gathering information on preferences of students regarding assessment that is utilized in the vocational school may provide insight into potential reform efforts for the teachers as well as the administration that aims at enhancing the teaching and learning quality of the university.

Therefore, this study will help the vocational school administration and instructors to figure out how effective the implemented assessment methods are along with identifying the strengths and weaknesses of the types of the assessments used throughout the academic semester so that necessary changes, adaptations and decisions to improve students' competencies could be made by the administrators and instructors as a result of the outcome of the study.

1.3. Aim of The Study and Research Question

The main purpose of this study is to identify the language learners' thoughts, feelings and desires regarding the ways they are assessed. Through the perspectives of students, it is aimed to investigate the preferences of the students in relation with the types of assessment used in the vocational school. By means of this study, the ultimate aim is to suggest relevant adaptations and contribute to the improvement in the testing practices of the vocational school. Thus, this study consists of one research question with three sub-sections underneath, as given below:

What are the students' assessment preferences in terms of

a) types of assessment,
b) focus of examiner while assessing,
c) grading?

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, relevant information and research studies concerning the theoretical framework of this study are presented. The purpose of this chapter is to provide literature review on language testing, assessment, and assessment preferences.

2.2. Tests, Assessment and Evaluation

Language testing and assessment are essential component of processes of language teaching and learning because they lead and manage teaching practices through the provision of feedback about the process. In accordance with the results gathered from the testing practices, teachers plan and conduct their own instructional practices so as to build up students' achievement and improve language learning.

Although 'test', 'assessment' and 'evaluation' are commonly used basic terms in the literature of assessment, they may be frequently used interchangeably and perceived in erroneous ways, and this may easily create chaos among people who are either academically or nonacademically involved in language teaching and learning. First of all, the three terms do not mean exactly the same. In order to make the difference easily among them, it is wise to start focusing on the first two concepts, which are 'test' and 'assessment', because those two concepts are similar to each other whereas the third concept, which is 'evaluation', is much broader than the first two.

Tests are instruments that are mainly used in order to assess students. Thus, tests can be described as a section under the term assessment. (Coombe, Folse, & Hubley, 2007). Cizek (2009) stated that "a test is any systematic sample of a person's knowledge, skill or ability" (p. 64). Test results can only indicate what students are able to do and how appropriately they are able to react to the test questions with their answers during the given test time. In other words, it is not more than only a snapshot of what their performance is like in a particular time period. Therefore, teachers are supposed to interpret the data from test results to come to general decisions about the students, which refers to 'assessment' (Cizek, 2009). In addition to this, Brown (2004) stated that tests are conducted for the purpose of measuring the proficiency in the

language at one specific point of time; however, assessment is concerned about the overall progress of language development, which is a continuing process, not a piece of sample related to a particular moment of time. Coombe et al. (2007) also explained assessment as implementing various methods so as to collect data on students' capabilities and achievements. It is stated as "an umbrella term for all types of measures used to evaluate student progress" (Coombe et. al, 2007, p. xv).

Evaluation, on the other hand, is a much broader concept which consists of both testing and assessment operations. Brindley (1989) defined evaluation as "conceptualized as broader in scope, and concerned with the overall program" (p. 3). Genesee and Upshur (1996) stated that second language evaluation does not simply concern about whether students have sufficient performances to pass or not. Rather, it actually concerns about making general decisions regarding appropriate placement of students in levels, the effectiveness of current instruction practices and making arrangements in future instruction practices, considering the curriculum for improvements, the application of suitable assessment methods and other learning and teaching related concerns (Genesee & Upshur, 1996). In brief, evaluation refers to the collection of information from all available sources and making comprehensive decisions in order to reinforce learning (Coombe et al. 2007).

Apart from these three terms, there is another term called measurement that may often appear in the literature of assessment. Measurement is about quantifying students' performance in quantitative or qualitative ways as a result of observations (Brown, 2004). Furthermore, Coombe (2018) defines measurement as "the practice of quantifying a physical feature or an attribute. [….] Assigning test scores to someone's vocabulary knowledge or reading proficiency are both examples of measuring an attribute" (p. 29). Bachman (2005) also mentioned the definition of measurement as "the process of quantifying the characteristics of an object of interest according to explicit rules and procedures" (p. 8).

2.2.1. Importance of Tests, Assessment and Evaluation in Education

Any education system in the world cannot be considered without tests, assessment and evaluation because all significant components in an education system (such as teachers, students, instruction, learning, syllabus, curriculum, etc.) need data obtained from assessment issues, so as to be improved well enough to reach higher

levels. An assessment method labelled as good or high quality should be part of the learning process of learners and also guide them in what and how to learn. In fact, teaching and learning methods and assessment methods are defined similarly and assessment should contribute to the realization of learning (Büyüköztürk & Gülbahar, 2008).

Assessment serves various aims such as selecting, placing, improving teaching and learning, and so on. Bachman (2005) stated that scores students get from tests may be good indicators of what levels they are at, and may help teachers take some decisions on enhancing their students' learning to make them more successful in their language learning process. Similarly, other researchers in the relevant literature mention how varied assessment is used in language classrooms. Green (2016) stated that assessment practices are conducted in order to make students get ready for future exams (i.e., standardized test), separating talented students from less talented ones and promoting more achievable learning. Moreover, Brennan (2015) said that apart from promoting teaching and learning in classrooms through formative and summative assessment methods, assessment is useful to support and manage the class, the performance and quality of system and schools. In the same way, Bachman and Palmer (1996), Heaton (2011) and Hidri (2018) explained that assessment is regarded significant in education for several reasons, such as presenting information on teaching and learning in classrooms for taking future decisions; providing feedback on the degree of effectiveness of the syllabus, curriculum, program and system; and determining learners' strengths and weaknesses; and supporting and motivating learners to learn more about the language being learned.

Due to the existence of a mutual connection between teaching and assessment, results stemming from decisions taken about either of them may have both positive and negative reactions on the other. For this reason, it should be taken into consideration that any improvements planned to be made in assessment methods in order to make them more helpful directly affect teaching practices in the classroom.

2.3. Different Approaches to Language Assessment

There are categories related to approaches to language assessment presented by researchers in the relevant literature. The categories are as follows:

2.3.1. Direct vs Indirect Testing

Direct testing occurs when test takers are asked to give performances in accordance with what is actually intended to be measured. For instance, if test takers are asked to write an essay in a writing test with the aim of assessing their writing skills, direct testing happens there. On the other hand, indirect testing is concerned with measuring the capabilities underlying the skills intended to be measured. For instance, test takers are asked to find out the inappropriate word in formal English or incorrect parts in sentences in one of the sections of the TOEFL with the purpose of focusing on test takers' writing skills to be indirectly assessed. (Hughes, 2003).

2.3.2. Discrete-point vs Integrative Testing

Discrete-point testing refers to focusing on one element of language only to be assessed at a time. For example, testing language learners' grammar knowledge item by item may be given as an example of a discrete-point test. However, integrative testing is referred when more than one language element are intended to be assessed at a time, where test takers need to make combinations of many skills and language elements in order to complete the task in the test. For instance, a good example of integrative testing may be cloze tests, which require test takers to make use of different skills and knowledge together at the same time, such as knowledge of grammar, vocabulary, discourse and reading skills. Another example of integrative testing could be dictations because learners need to use different skills and knowledge together, such as listening, spelling and writing. (Brown, 2004; Heaton 2011; Hughes, 2003; McNamara 2000).

2.3.3. Norm-referenced vs Criterion-referenced Testing

Norm-referenced testing refers to the comparison of each language learner to others in the context, and their test scores are interpreted according to mean, median, standard deviation and percentile rank. (Bachman & Palmer, 2000; Brown, 2004; McNamara, 2000). Hughes (2003) also stated that "norm-referenced testing relates one candidate's performance to that of other candidates'" (p. 20). On the other hand, criterion-referenced testing refers to scoring language learners based on how well they can meet the course objectives and requirements. (Brown, 2004). That is, "criterion-referenced testing is to classify people according to whether they are able to perform some tasks or set of tasks satisfactorily" (Hughes, 2003, p. 21). In this regard, any kind

of comparison of language learners' test scores is not involved in criterion-referenced testing. Test scores provide direct feedback to language learners on how sufficient their knowledge and skills are in the target language (Hughes, 2003).

2.3.4. Objective vs Subjective Testing

The methods of scoring make the main difference between these two ways of testing. If a test can be scored without any involvement of a scorer's judgment, which means to be checked with an answer key, that refers to objective testing; however, if a test cannot be scored without a scorer's judgment, which means that an answer key cannot be helpful in any way, that refers to subjective testing (Heaton, 2011; Hughes, 2003). For instance, tests that include some kinds of items such as multiple-choice and true-false are examples of objective testing whereas those that require oral and written responses to tasks such as interviews, open-ended questions, short talks, essays are examples of subjective testing (Coombe, 2018; Hughes, 2003; Madsen, 1983; McNamara, 2000).

2.3.5. Formal vs Informal Testing

Formal testing is interested in measuring language learners' knowledge, abilities and performances in systematic ways through using tests created based on specific objectives and requirements of a course; on the contrary, informal testing is about making evaluations indirectly on the progress of language learners through observations (Coombe, 2018). For example, Spratt, Pulverness and Williams (2016) stated that "diagnostic, placement, progress, formative, continuous, portfolio, achievement, summative or proficiency are examples of formal testing" (pp. 104-105). Observing, self or peer-assessment and feedback can be ways of making use of informal testing for teachers and learners. (Spratt, Pulverness & Williams, 2016).

2.3.6. High-stakes vs Low-stakes Testing

High-stake tests are independent standardized tests designed and administered by experts of testing and have potential to influence not only learners as test takers but also other participants and institutions such as teachers and schools. (Bachman & Palmer, 1996; Coombe, 2018). '*Gatekeeping exam*' is another term to be used for high-stakes exams due to having potential to distinguish (Coombe, 2018). On the other hand,

low-stakes tests refer to tests that are prepared by teachers and administered in classrooms, so they have low influence because teachers use these tests to test limited number of learners in a specific context (Bachman & Palmer, 1996). Moreover, '*teacher-made test*' is another term used as a synonym for low-stakes tests. In this regard, Coombe (2018) stated that "this type of test is designed by a teacher to measure a specific lesson's objectives related to what is being taught in the classroom. This test can be written in more or less formal or informal ways, depending on the purpose of what the teacher is trying to achieve" (p. 40).

2.4. Types of Tests

In language teaching and learning, assessment is conducted for different reasons before, during and after language learning processes, so the varied roles of assessment lead to some categories to emerge for learners, teachers and society. Hyland (2010) mentioned five fundamental purposes of assessment, and these are classified as placement, diagnostic, achievement, proficiency and aptitude tests.

2.4.1. Placement Tests

Placement tests are given to language learners for the purposes of identifying the right place and placing them into the appropriate levels and classes where they are supposed that they will learn and improve the target language effectively. Besides, Brown (2004) explained that placement tests are given with the aim of placing learners into the most suitable language level in a school. A placement test might include materials and subjects of courses planned to be conducted under a specific curriculum during a semester. In this regard, it should be significantly considered that test takers' performances should clearly indicate where tests takers do not find the material too simple or where they find it too compelling (Brown, 2004). In addition, when a placement test is prepared for particular learners in a specific context to be tested, the actual goal of the placement test is best reached. It is also worth mentioning as an important point that variety in test structures where students may perform differently, such as multiple-choice questions, open-ended questions, written and oral exams, etc. should be taken into consideration while placement tests are prepared by reviewing what the course or program requires.

2.4.2. Diagnostic Tests

Diagnostic tests refer to the aim of figuring out learners' strengths and weaknesses to be able to make necessary adaptations to help them benefit from the course better, and to provide feedback for students about their language learning progress. Hughes (2003) stated that diagnostic tests are "used to identify learners' strengths and weaknesses, intended to ascertain what learning still needs to take place" (p. 15). Moreover, diagnostic tests may be given to language learners in order to test their language skills separately. (Hughes, 2003; Smith & Cumming, 2009). In addition, Brown (2004) mentioned that diagnostic tests can serve to reach a purpose of determining specific characteristics or features in the target language which require to be focused on better. All in all, continuous improvement in learning and teaching can be successfully supported by the use of diagnostic tests.

2.4.3. Achievement Tests

Achievement tests are conducted after the instruction in the classroom in order to find out how much of the content of the class has been learned by learners, and results obtained from tests also inform the teacher about the progress of the students. Achievement tests are "directly related to language courses, their purpose to establish how successful individual students, groups of students or the courses themselves have been in achieving objectives" (Hughes, 2003, p. 13). In this way, achievement tests are restricted to particular material taught in a course and these tests are conducted at the end of the course or instruction (Brown & Abeywickrama, 2010).

Heaton (2011) mentioned that achievement tests may be categorized into two: *Class progress test* that measures "the extent to which students have mastered the material taught in the class", and *standardized test* which measures "achievement or attainment on a larger scale such as entrance exam" (pp. 171-172). Brown (2004) also stated that *standardized tests* "are designed to apply to a broad band of competencies that are usually not exclusive to one particular curriculum" (p. 67). For this reason, achievement tests are concerned about the result of learning. (Brown, 2004).

In addition, Hughes (2003) pointed out the two different kinds of achievement tests, which are called *final* and *progress* achievement tests. *Final achievement tests* are administered to make a measurement and evaluation of learners' progress at the end of

the course whereas *progress achievement tests* are administered in order to measure the learners' progress throughout the course.

2.4.4. Proficiency Tests

Proficiency tests aim to indicate what learners are able to do in general in the target language. Heaton (2011) stated that "proficiency tests refer to defining a student's language proficiency with reference to a particular task which he or she will be required to perform; no related to any syllabus or teaching program; measuring simply students' control of language for future performance" (pp. 172-173). Similarly, Hughes (2003) said that proficiency tests are not based on any specific requirements, contents and objectives of any specific language courses, however; these tests are based on test takers' competences that indicate whether they can be assumed sufficiently competent in the target language or not. Some examples from the international exams can be given for proficiency tests, such as TOEFL, IELTS, Cambridge FCE and CPE, etc.

On the other hand, Brown (2004) mentioned that the score received from a proficiency test fails to serve as a way of providing diagnostic feedback. For example, before starting to study at a university in most countries, the university entrance test, which represents a sample of a proficiency test, is mandatory to be passed with a high score in order to be placed in a program of a university. In this respect, the results test takers have received from the test become the indicators of success or failure, which means if students are able to proceed to the further stage of education. For this reason, this clear-cut result cannot be used as formative or diagnostic purposes.

2.4.5. Aptitude Tests

Aptitude tests measure language learners' performance and general ability, which are likely to be observed in the future, in order to find out if they can learn the target language before they actually start to be exposed to it. Similarly, Brown (2004) explained that "these tests are designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking" (p. 43). However, he also mentioned the lack of any specific research study which may prove that aptitude tests are successful in anticipating the communicative ability of a test taker in the target language, and they are not commonly used, either.

2.5. Assessment Preference

As it is well-known assessment is inseparable from instruction, which means that both instruction and assessment should always be under examination to improve the general understanding and services provided in educational institutions related to foreign language education. Thanks to the common application of 'Communicative Language Teaching' (CLT) approach in language classes and desire of language teachers to highlight the communicative aspect of the target language being learned in classrooms, individual differences and learners' needs are centered in the middle of the circle, and other factors related to language instruction are placed around that circle accordingly.

However, as it has been mentioned above, instruction only does not possess a serious impact on language education without assessment. Therefore, one of the ignorance regarding foreign language assessment is that learners are unable to find opportunities where they are able to express their personal preferences of assessment (Sarısu & Büyükkarcı, 2018). In other words, language learners' thoughts, feelings and desires are neglected when it comes to assessing them although they are given a big importance for the application of instruction in classrooms. In this regard, Sarısu and Büyükkarcı (2018) criticized that only teachers are usually responsible to come to a decision about how students will be assessed regardless of the levels of educational institutions, and students are not involved in this process in any way.

In universities, all lecturers make decisions about their own success by making use of different forms of assessment methods in the courses they teach each year and by giving grades to their students. Büyüköztürk and Gülbahar (2008) pointed out that assessment results not only affect students' lives and future plans, but also play a role in many other variables such as students' study habits, learning approaches, at what level they learn, what they learn, their ability to use and apply information, etc. and these variables differ depending on the assessment methods chosen by learners. Similarly, depending on the method chosen, the success levels of learners may also change in accordance with the personality traits of the learners.

Assessment is often seen as an event independent of teaching, carried out at the end of the learning process. The methods chosen to test learners should also give the opportunity to describe and provide feedback with different variables such as how they study their lessons, what happens during the learning process, how they prepare for the

exam, apart from testing initially how much content learners have learned (Birenbaum, 1997; Struyven, Dochy & Janssens, 2005; Birenbaum, 2007). Students' ways of preparation for their exams are generally shaped by the kind of understanding the students have on assessment, and they are affected either positively or negatively in terms of their learning quality. (Watering, Gijbels, Dochy, and Rijt, 2008).

Assessment preference is explained as the "imagined choice between alternatives in assessment and the possibility of the rank ordering of these alternatives" (Van de Watering, Gijbels, Dochy, & Van Der Rijt, 2008, p.647). Students' assessment preferences vary according to several variables such as study habits, instructor's approach and assessment methods, content, motivation and test anxiety.

Assessment preferences not only explain how students learn, but also affect how they study (Struyven, Dochy & Janssens, 2005). Birenbaum (1997) mentioned in her study that "if the students are provided with the assessment type they prefer from among those types of assessment considered appropriate for a given purpose, the perceived validity of the assessment will improve, thus motivating them to perform at their best" (p. 81). For this reason, asking each student in what method he / she wants to be measured or providing options on assessment methods may lead to increasing motivation of students, taking more responsibility for learning and more detailed and comprehensive ways of learning (Büyüköztürk & Gülbahar, 2008).

In addition, learners' study habits play a role in their preferences regarding how they want to be measured. Studies have revealed that students prefer tests of multiple-choice and short-answer question types, as they get less excited and they are able to get higher scores. However, there is another finding obtained from the studies that students who want to learn the content more deeply prefer alternative assessment methods other than classical methods because they think that these methods measure their levels of learning more accurately (Sambell, McDowell & Brown, 1997).

2.5.1. Research Studies in Assessment Preference

When the relevant literature is reviewed, different studies on students' assessment preferences exist with different specific focuses. Most of the studies available are related to the assessment type and item type preferences of learners.

Zeidner (1987) and Anderson (2001) carried out a study with high school students and university undergraduates and discovered that multiple-choice (MC)

questions are preferred by the students. In addition, Zeidner (1987) stated that as students believe that exams composed of multiple-choice questions are easier, less complicated, more understandable and more interesting, high school students demand to be assessed through multiple-choice questions instead of open-ended questions, and they also think that multiple-choice tests are fairer and less tricky. Nonetheless, majority of participants in the study considered essay-type exams are better than multiple-choice exams since they think that they can freely express themselves to be able to indicate what they know about a particular subject.

Birenbaum and Feldman (1998) discovered that students are usually inclined to have multiple-choice formats, or easy and de-contextualized questions in their exams, instead of having difficult and authentic questions, like essay type exams or constructed-response types of questions. In a different study, Traub and McRury (1990) found out that students approach multiple-choice tests positively by thinking that they are easier to study for, easier to take the exam and likely to receive higher scores, as compared to open-ended tests.

In a study, Scouller (1998) investigated the comparison of a multiple-choice exam, which required students to use all the knowledge learned in the course to answer the questions, and an essay type exam, which required students to use the knowledge gained through a deep study in a particular area. The result of the study showed that those who demanded the multiple-choice test to have been assessed were less successful than those who demanded the essay type test.

Sultan (2013) carried out a study on investigating assessment preferences of students studying in the medical faculty of a university. With the assumption of being efficient in assessing academic abilities of students, multiple-choice questions and objective structured clinical examination, a particular type of assessment specific to the field of medicine, were frequently chosen by clinical students. The study also revealed that students could be more successful when they were assessed in the direction of their own preferences. All cognitive levels including remembering, synthesis and analysis were demanded by students to be assessed.

Moreover, in a different study, Ben-Chaim & Zoller (1997) stated that students mostly demand to be assessed through written tests with no time limits where they may also be allowed to use materials or sources helpful to them during the test. According to the result of the study, it was found out that time limits were considered as a source of stress and pressure in a test.

Another research study on the assessment preferences of students studying in the Department of Computer and Instructional Technology and in the Elementary Education mathematics course was conducted by Bal (2012). It was found out that the undergraduate students demand to have information about the exam before the assessment stage and to prefer the types of assessment. Moreover, it was discovered that the students who had medium academic success wanted to be informed during the process of preparation for the exam, and multiple-choice tests were figured out to have been preferred more by those students. What's more, alternative assessment was mostly preferred by female students whereas traditional assessment was mostly preferred by male students. In addition, with regards to the departments, the students of the elementary school department were found out to have preferred the types of alternative assessment, the complex item types and cognitive process more. They also demanded to have feedback from their teachers after tests.

Although tests of multiple-choice questions seem quite commonly preferred ones among students, essay-type exams are still considered superior to multiple-choice tests by most students involved in research studies as participants in terms of having more chances to present how much their existing knowledge is on a particular subject. Contrary to most assessment studies of student preferences with similar findings that have been mentioned so far, Arslan (2013) found out different results from the study that was conducted with 304 Sport Science undergraduate students in a School of Sport Sciences and Technology. In the relevant study, students' assessment preferences were some forms of alternative assessment, performance-based tasks or skills based on courses they were studying and multiple-choice tests.

Other findings of studies conducted in the literature are about gender differences in assessment preferences. Beller and Gafni (2000) stated that although essay formats are preferred by female students, multiple-choice formats are preferred by male students. Gellman & Berkowitz (1993) also found out a similar result in their study about assessment preferences according to gender differences. As a different perspective in gender differences, when students' performances are examined in different assessment types, Ben-Shakhar and Sinai (1991) discovered in their study that male students are mostly more successful with multiple-choice questions than female students, and female students are mostly more successful with open-ended questions than male students.

As a different perspective in assessment preference, there are also studies interested in investigating the relationship between assessment preferences and learning strategies and motivation. Birenbaum and Gutvirtz (1995) and Cohen (1995) studied on the relations between students' preferences of types of assessment, their motivation and learning strategies. Significant connections between the variables were found out as a result of the study.

Birenbaum (1997) studied on the comparison of students studying in education and engineering faculties regarding their preferences of assessment. She investigated the link between learning strategies of students, orientations and their preferences of assessment. The results of the study suggested that individual differences were effective instead of disciplinary group dynamic. Their different preferences of assessment were significantly associated with learning strategies and orientations. Another result was that the same factors influencing assessment preferences of students had also effects on exam performance of students.

In another study, Gjbels and Dochy (2006) investigated whether using the formative assessment method made a difference in terms of students' assessment preferences and their approach to learning. They found out that assessment preferences changed depending on how students approach to learning. Learners, who adopted 'surface approach' by using memorization-based learning techniques, preferred simple assessment methods; and those who adopted 'deep approach' preferred complex and constructive assessment, where they could effectively demonstrate their skills and how much they understood.

There are three studies in Turkey which deal with assessment preferences in the field of teaching English as a foreign language (EFL). Doğan (2013) conducted her research study with students studying in the department of English Language Teaching (ELT) and studied the factors that affect their assessment preferences. The results of the study suggested that although the methods of alternative assessment were directly affected by critical thinking learning strategy, methods of alternative assessment were indirectly affected by self-efficacy about learning and elaboration learning strategy.

Büyükkarcı (2010) studied the effect of formative assessment on students' assessment preferences in EFL context. The results of the study indicated that formative assessment was successfully effective to decrease the level of students' test anxiety, and multiple-choice tests, which had been considerably preferred by most students as a type of assessment, lost its popularity through formative assessment.

Sarısu and Büyükkarcı (2018) conducted their research study with students studying in an English preparatory school of an international university where multicultural environment exists, so the researchers were interested in if significant differences exist between foreign and Turkish students' assessment preferences in an EFL context. The results of the study showed that nationality made considerable differences about Turkish and foreign students' preference of assessment types, preference of grading and reporting, and test taking anxieties.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter is entirely concerned about the research design, context of the study, participants, data collection instruments, data collection procedure, and data analysis of the study, which consist of the methodological aspects of a research study.

3.2. Research Design

The aim of the study is to investigate the preferences of university students studying in the optional English preparatory program at a vocational school of a university in Mersin, Turkey. Mackey and Gass (2005) explain that "case studies generally aim to provide a holistic description of language learning or use within a specific population and setting. … Case studies tend to provide detailed descriptions of specific learners within their learning setting" (p. 171). As this research study is interested in assessment preferences of particular participants in a specific context, it is called a case study.

As for research method, the researcher used sequential explanatory mixed method design in this case study because qualitative research with very little of quantitative method to find out mean scores, was utilized in the study. For the quantitative research method, after the adapted version of the inventory by Büyüköztürk and Gülbahar (2008) was given to the students, their choices in the inventory were entered on Statistical Package for the Social Sciences (SPSS), and descriptive statistics was utilized in order to see the mean scores of the items in the inventory. According to the results obtained from the descriptive analysis, only items with higher mean scores (minimum of 3.50 out of 5.00) were taken into consideration to be used for the qualitative research method of the study. Through the open-ended interview questions that aimed to investigate more about the issues related to the items in the inventory with higher mean scores, the researcher utilized content analysis in the study, which is a qualitative research method.

Since the study was mostly conducted through qualitative research design (via content analysis) and the quantitative method was only used for the determination of

mean scores, which composed a little part of the whole research study, this study is regarded as a qualitative case study. Qualitative research depends on the belief that "human behavior is context-bound" (Ary, Jacobs & Sorensen, 2010, p. 424). In addition, qualitative case studies explore to obtain comprehensive insight in connection with a phenomenon with a great focus on a particular individual or small group consisting of individuals in real contexts (Ary et al., 2010; Cohen, Manion & Morrison, 2007).

3.3. Context of the Study

The study was carried out in the optional English preparatory program of Anamur Vocational School at Mersin University in Turkey. The optional English preparatory program is only for students studying in the tourism-related programs. Other students, whose programs are not tourism-related, are not allowed to study in the one-year optional English preparatory program. The tourism-related programs are cookery, tourism and hotel management, and tourism and travel services. In the optional English preparatory program, there are 20 hours of English language instruction in a week which are composed of 10 hours of main course with grammar and vocabulary focus and 10 hours of integrated skills (reading & writing, listening & speaking). All courses are offered by Turkish instructors of English.

The vocational school offers two-year education programs, which are called as an associate degree. The vocational school has eight programs where students take compulsory English classes in both their first and second years. The number of English classes in a week are not the same in each academic program; however, the minimum weekly class hour is two, and the maximum weekly class hour is four. Tourism programs (tourism and travel services, tourism and hotel management and cookery) have four hours of English language instruction in a week, and other programs have mostly three and two hours of English language instruction in a week in both first and second years. In the first years of all the programs, elementary level of English language instruction is offered, and in the second years, students take vocational English language instruction depending on their programs. If needed, vocational English classes are supported with general English language instruction in accordance with students' current level of English language proficiency.

3.4. The Participants

There were, in total, fourteen students in the optional English preparatory program, where the study was carried out. Ten of them were male, and four of them were female students. Two students were the ones who will study in the cookery department. Three of them were students who will study in the department of tourism and travel services, and nine of the students were the ones who will study in the tourism and hotel management department. All the students were elementary level of English language learners.

Convenience sampling technique, which is defined as "the selection of individuals who happen to be available for study" (Mackey & Gass, 2005), was applied in this study in order to choose the participants as the aim of the study was to investigate the specific students in a specific context. For this reason, only convenience sampling strategy was suitable for this study.

3.5. Data Collection Instruments

Two different instruments for data collection were used in this study. The first one was an inventory regarding the determination of students' assessment preferences originally prepared by Birenbaum (1994), however; the researcher in this study used the adapted version of the inventory to Turkey by Büyüköztürk and Gülbahar (2008). The second one was an interview of eleven open-ended questions that focused on investigating the reasons of participants' responses to the inventory with the items of the minimum mean scores of 3.50 out of 5.00 in the statistics applied on Statistical Package for the Social Sciences (SPSS).

3.5.1. Assessment Preferences Inventory (API) and Its Adaptation to Turkish

The inventory developed by Birenbaum (1994) consists of three scales of modular structure and seven basic subscales belonging to them so as to find out the assessment preferences of university students. The subscales are listed under three main headings as follows: dimensions related to assessment methods, dimensions related to students, and dimensions related to grading and reporting.

Büyüköztürk and Gülbahar (2008) claimed that in Turkey, there had been no such a tool developed for this specific purpose before, and they created an inventory suitable for the Turkish context adapting the original inventory by Birenbaum (1994).

Therefore, it was thought that the creation of the Turkish form of the inventory suitable to the Turkish context might add another dimension to the studies which are aimed at improving students' academic success. For this reason, "Assessment Preferences Inventory (API)" developed by Birenbaum (1994) was adapted to the Turkish language and context by Büyüköztürk and Gülbahar (2008). The related inventory is attached to Appendix 2. The main titles of the inventory consisting of three different scales and explanatory information about their subscales are listed below.

I. Dimensions of Assessment Methods (32 items)

    1. Types of Evaluation (17 items)

        a. Tests

        b. Other types of evaluation

    2. Item format / Transaction type (11 items)

        a. Options / creating

        b. Contextual (authentic) or out-of-context (synthetic)

        c. Simple / Complex

        d. Different types

    3. Preparation for assessment (4 items)

II. Dimensions for Students (27 items)

    4. Cognitive Processes (14 items)

    5. Student role / responsibilities (11 items)

    6. Indicators of effort (2 items)

III. Grading and Reporting (8 items)

    7. Grading and feedback (8 items)

        a. Based on criteria, parallel to the student's own development

        b. A single grade / Profile

        c. Being objective in grading

        d. Feedback

Büyüköztürk and Gülbahar (2008) stated that adaptation of the inventory to the Turkish language was completed in three stages, which were consistent with recommendations for cross-cultural adaptation by Hambleton and Patsula (1999). Büyüköztürk and Gülbahar (2008) explained the stages of adaptation of the original inventory to the Turkish language as follows:

Büyüköztürk and Gülbahar (2008) stated that the original inventory was translated into Turkish by two experts familiar with the both languages and also had knowledge of the test structure. Opinions were taken into account for remarkable differences between the expert translations and thus, the whole translation processes were completed. Then, it was translated into the original language by two experts and their consistency with the original items was examined. In the examination, the items in the original source and the items created by translation from Turkish were found out to have language equivalence.

Büyüköztürk and Gülbahar (2008) mentioned that the equivalence of items in the scale in terms of semantic, idiomatic, experiential and conceptual were examined. For this purpose, opinions were requested from two field experts. In line with the opinions of experts, some items were corrected and 13 new items were written and added to the scale. Thus, the total number of items of the scale was 80.

Büyüköztürk and Gülbahar (2008) expressed that the scale was applied to the students studying in the faculty of education of a private university in order to evaluate the factor structure of the scale, construct validity, reliability of scale scores and discrimination of items. Based on the data obtained from the application of the scale, factor structures for the Turkish version of the inventory were examined by taking into account the basic scales forming the tool and / or the sub-scales forming these scales.

Büyüköztürk and Gülbahar (2008) reported that exploratory factor analysis results were observed that the factor structure of the Turkish version of the assessment preferences inventory adapted by Büyüköztürk and Gülbahar (2008) was found out to be generally consistent with the original inventory developed by Birenbaum (1994). The model-data fit confirmatory factor analysis was examined for each measurement model related to the factor structures revealed by the analysis performed for three independent scales under the general scale.

Büyüköztürk and Gülbahar (2008) stated that the analysis results met the criteria specified for the model-data fit. The reliability coefficients calculated for the scale scores were generally around .70, which was seen as evidence for the reliability of the scores. As a result, the inventory of assessment preferences could be used to determine the assessment preferences of Turkish university students. Considering the same purposes as Büyüköztürk and Gülbahar (2008), their inventory was adopted as one of the data collection tools by the researcher in this study.

3.5.2. Open-ended Interview Questions

After the determination of students' assessment preferences through the adapted inventory prepared by Büyüköztürk and Gülbahar (2008) from the original inventory developed by Birenbaum (1994), 11 open-ended questions were developed in order to figure out the reasons of their preferences obtained through the inventory. The open-ended questions were written by the researcher after the calculation of mean of students' responses given in the inventory as minimum of 3.50 out of 5.00. The items regarding classical ways of assessment, duration of tests, preparation for tests, student involvement in assessment and assessment of students' process had the higher mean scores (minimum of 3.50 out of 5.00) in the inventory. Thus, the contents of open-ended interview questions were determined. In the same way, the questions were about classical assessment, test duration, assessment of involvement of students and their learning processes in class, and processes of before and after tests. After reviewing some published research studies in which qualitative research methods were utilized, the researcher wrote the open-ended questions. The questions were checked and after some improvements, they were approved by a professor of the related field. Due to the students' insufficient language proficiency in English, the questions were asked to the students in Turkish. The open-ended interview questions are available in Appendix 3.

3.6. Data Analysis Procedure

As this is a case study with the inclusion of both qualitative and quantitative research methods, data gathering was completed in two phases. First, the adapted inventory was given to students and asked them to pick up the most appropriate choice for themselves with the aim of determining their assessment preferences. All the data from the inventory was entered on Statistical Package for the Social Sciences (SPSS). Then, descriptive statistics was utilized in order to find out mean and standard deviation. After the analysis of descriptive statistics, it was found out that items concerning classical ways of assessment, duration of tests, preparation for tests, student involvement in assessment and assessment of students' process had higher mean scores (minimum 3.50 out of 5.00) than other items in the inventory. Thus, this situation led the researcher to utilize the second data instrument, an interview of 11 open-ended questions, which is a qualitative research method, to figure out deeper insight about the students' preferences.

The researcher wrote the open-ended interview questions, and then made them ready to have been used as an instrument after receiving the approval of a professor in the related field. The interview questions were asked in Turkish since the students could not yet reach sufficient level of language proficiency in English to be able to answer the questions in detail. All the responses given by the students were transcribed by the researcher in Turkish. Then, the interview questions and students' responses were translated into English by educated translators. In order to analyze the students' responses for the interview questions, content analysis was applied by the researcher. After the determination of codes, the researcher determined the themes and subcategories that had emerged from the codes. The frequencies of subcategories under each theme were also determined.

All the coding process was conducted by two investigators working separately. After the coding process, all the codes and themes determined by the two investigators were compared and contrasted together with the reasons behind the codes by providing proof from the students' responses in order to make sure that the codes and themes emerged reflected the truth. When there was a disagreement between the investigators about the codes or themes, they had a quick discussion to agree on. The codes that emerged at least twice for each interview questions were regarded as a subcategory and were put under the appropriate theme. The codes that emerged only once were ignored to be regarded as a subcategory under a theme. After all the determination process of subcategories for all the interview questions, the frequencies of the subcategories under each theme were also determined. At the end of the data analysis, an expert opinion was taken on the appropriacy of the data analysis by the same professor of the related field, who had also been consulted about the interview questions.

3.7. Trustworthiness

As reliability and validity are significant in all research studies, trustworthiness, as a sort of synonym of validity and reliability in qualitative research studies, is considered quite important, and it has four components, such as credibility, transferability, dependability and confirmability (Guba, 1981; Shenton, 2004). As this research study consists of both qualitative and quantitative methods, this is a mixed method case study. Thus, the existence of methodological triangulation can be mentioned in the study.

Creswell and Miller (2000) made the definition of 'triangulation' as "a validity procedure where researchers look for convergence among multiple and different sources of information to form themes or categories in a study" (p. 126). In other words, triangulation is defined as the make use of more than one method, primarily qualitative and quantitative methods, to study the same phenomenon with the intention of enhancing study credibility (Jick, 1979). As for the methodological triangulation, it is defined as the inclusion of at least two research methods in order to study the same phenomenon (Mitchell, 1986). In addition, since the qualitative data analysis was implemented through the agreement of the two investigators, this study can be said to consist of investigator triangulation, which means that it includes more than one observer, interviewer, or data analyst in the same study for approval purposes (Denzin, 1978).

3.8. Ethical Issues

Students participated in this research study voluntarily. Before the study was conducted, the students were told about the aim, instruments and procedures of the study. The students were also ensured to feel relaxed by making sure that their real identities were always kept anonymous. Then, consent forms were requested to be signed by the students. The consent form is available in Appendix 4. Besides, the ethics committee approval form is available in Appendix 1.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter deals with the data analysis and findings of the data obtained through the inventory and the open-ended interview questions. The findings of the two data sets are also shortly described.

4.2. Assessment Preferences Inventory

In order to find out the students' assessment preferences, an adapted version of Assessment Preferences Inventory by Büyüköztürk and Gülbahar (2008) consisting of 80 items was conducted. All the subscales and items presented in the tables of descriptive statistics below belong to the original inventory by Birenbaum (1994); therefore, the names and the types of classifications of the items were exactly the same as the ones in the original inventory by Birenbaum (1994).

After the inventory was applied to the students, 8 items (Items 2, 5, 6, 29, 64, 67, 68, 71) were excluded to increase the reliability of the inventory. Only descriptive statistics of each subscale with regards to types of assessment is separately presented, and their analysis of descriptive statistics is given in detail below. The reason behind the application of only descriptive statistics is because the researcher was only interested in the mean scores of the subscales to determine the ones that were higher than 3.50 out of 5.00, which was determined by a professor in the related field as the criterion for the preparation of the open-ended interview questions as the data collection method for the qualitative method in this research study.

4.2.1. Types of Assessment

Table 1 presents the number of the participants, minimum and maximum scores, mean values and standard deviations of the types of assessment.

Table 1.

Descriptive Statistics for the types of assessment

	N	**Min.**	**Max.**	**Mean**	*SD*
Alternative assessment	14	1.08	4.33	2.50	1.09
Classical assessment	14	2.50	5.00	3.57	.68
Item format simple	14	1.00	4.57	3.05	1.38
Item format complex	14	1.00	4.50	2.49	1.10
Pre-assessment	14	2.50	5.00	4.24	.77

When the results with regards to types of assessment are examined, it can be seen that *pre-assessment* received the most points with an average of 4.24 (SD = .77), which was followed by *classical assessment* with an average of 3.57 (SD = .68) and *item format simple* with an average of 3.05 (SD = 1.38). The results also show that *alternative assessment* and *item format complex* types of assessment received the lowest mean scores, namely 2.49 and 2.50 from the subjects.

4.2.1.1. Alternative Assessment

Table 2 presents the descriptive statistics related to types of alternative assessment with mean scores and standard deviation.

Table 2.

Mean and Standard Deviation Scores of the Items Related to Alternative Assessment

Item		**Mean**	*SD*
8	Oral examination – In the form of group discussions in which the teacher observes the contribution of each student	3.07	1.73
9	Assignment	3.00	1.56
10	Articles/Reports	2.23	1.64
11	Individual Presentations (using posters, slides, etc.)	1.92	1.32
12	Presentations in group (using posters, slides, etc.)	2.50	1.50
13	Projects	2.78	1.62
14	Product files (portfolio - file formed by collecting finished or ongoing works)	1.85	1.02
15	Electronic Product files (e-portfolio - electronic storage of work)	2.21	1.47
16	Drama/Show	1.92	1.54
17	Observation	2.78	1.57
18	Self-assessment	3.00	1.41
19	Peer/Group evaluation	2.78	1.31

N = 14

Table 2 presents the results of types of alternative assessment. According to Table 2, Item 8 received the highest mean score of 3.07 (SD = 1.73), and Items 9 and 18 received the second highest mean score of 3.00 (SD = 1.56 and 1.41 respectively). Items 13, 17 and 19 were in the third order among the highest mean scores of 2.78 (SD = 1.62, 1.57 and 1.31 respectively). However, Item 14 received the lowest mean score of 1.85 (SD = 1.02). According to Table 2, none of the items received the mean score above 3,50 which was the criterion for preparing the open-ended interview questions as the method of data collection of the qualitative method in this research study.

4.2.1.2. Classical Assessment

Table 3 presents the descriptive statistics of classical assessment with mean scores and standard deviation.

Table 3.

Mean and Standard Deviation Scores of the Items Related to Classical Assessment

Item		Mean	SD
1	Written test (book and course notes open)	3.85	1.35
3	Written test (book and course notes open, duration limited)	3.57	.93
4	Written test (book and course notes open, duration unlimited)	4.07	1.20
7	Individual oral exam - questions are given half an hour before the exam starts (book and course notes open)	2.78	1.76

$N = 14$

As Table 3 shows Item 4 with an average of 4.07 (SD = 1.20), Item 1 with an average of 3.85 (SD = 1.35) and Item 3 with an average of 3.57 (SD = .93) received the most points respectively. Due to their mean scores being higher than 3.50, these items were involved in the qualitative data collection method through an open-ended interview. However, Item 7 with an average of 2.78 (SD = 1.76), which was a lower mean score than 3,50, was not involved in the qualitative data.

4.2.1.3. Simple Item Format

Table 4 presents the descriptive statistics of simple item format with mean scores and standard deviation.

Table 4.

Mean and Standard Deviation Scores of the Items Related to Simple Item Format

Item		Mean	SD
20	Completion (fill in the blanks) questions	2.92	1.43
21	Matching questions	3.21	1.67
22	True – False Questions	3.42	1.69
23	Multiple-choice questions	3.57	1.74
25	Short-answer open-ended questions	2.64	1.59
27	Applications similar to applications during the course	2.92	1.54
30	Simple operations/skills with a single correct response	2.64	1.54

N = 14

Table 4 presents the result of simple item format. According to Table 4, Item 23 received the highest mean score of 3.57 (SD = 1.74), and Item 22 received the second highest mean score of 3.42 (SD = 1.69). Item 21 was in the third order among the highest mean scores of 3.21 (SD = 1.67). However, Items 25 and 30 received the lowest mean score of 2.64 (SD = 1.59 and 1.54 respectively). According to Table 4, only Item 23 with an average of 3.57 (SD = 1.74) received a mean score higher than 3.50, which was the criterion for having been involved in the qualitative data collection method through an open-ended interview. However, the remaining items in Table 4 received lower mean scores than 3.50, which was not considered sufficient to meet the criterion for having been involved in the qualitative data.

4.2.1.4. Complex Item Format

Table 5 presents the descriptive statistics of complex item format with mean scores and standard deviation.

Table 5.

Mean and Standard Deviation Scores of the Items Related to Complex Item Format

Item		Mean	SD
24	Concept maps	2.61	1.50
26	Long-answer open-ended questions	1.61	.96
28	Performance-based operations/skills (similar to examples shown by someone expert in the field)	3.00	1.46
31	Complex operations/skills with multiple possible responses	1.92	1.32
32	Detailed procedures/skills directed by the teacher on each step	3.14	1.56

N = 14

Table 5 presents the result of complex item format. According to Table 5, Item 32 received the highest mean score of 3.14 (SD = 1.56), and Item 28 received the second highest mean score of 3.00 (SD = 1.46). Item 24 was in the third order among the highest mean scores of 2.61 (SD = 1.50). However, Item 26 received the lowest mean score of 1.61 (SD = .96). According to Table 5, none of the items received the mean score above 3.50, which means to fail to meet the criterion for having been involved in the process of data collection of the qualitative method in this research study.

4.2.1.5. Pre-assessment Preparation

Table 6 presents the descriptive statistics of pre-assessment preparation with mean scores and standard deviation.

Table 6.

Mean and Standard Deviation Scores of the Items Related to Pre-assessment Preparation

Item		Mean	SD
47	At the beginning of the course, giving a detailed explanation of how your success level would be evaluated	4.85	.36
48	Clarifying the scope of the test and explaining how to prepare	4.64	.63
49	Before the test, giving similar questions to the ones that may appear in the actual test	4.14	1.23
50	Giving a list of test questions to choose from	3.23	1.78

$N = 14$

According to Table 6, Item 47 with an average of 4.85 (SD = .36), Item 48 with an average of 4.64 (SD = .63) and Item 49 with an average of 4.14 (SD = 1.23) received the most points respectively. Due to their mean scores being higher than 3.50, these items were involved in the qualitative data collection. However, Item 50 with an average of 3.23 (SD = 1.78), which was a lower mean score than 3.50, was not involved in the qualitative data.

4.2.2. Examiner Focus in Assessment

The term '*examiner focus*' refers to what the students expect the examiner to focus on while the examiner is assessing them. Table 7 presents the number of the

participants, minimum and maximum scores, mean values and standard deviations of the subscales.

Table 7.

Descriptive Statistics for Examiner Focus in Assessment

	N	**Min.**	**Max.**	**Mean**	*SD*
Cognitive process	14	1.00	4.29	2.81	1.18
Student responsibility	14	2.17	4.92	3.43	.76

When the results regarding examiner focus in assessment are examined, it can be seen that *student responsibility* received the most points with an average of 3.43 (SD = .76). The results also show that *cognitive process* received the lowest mean score with an average of 2.81 (SD = 1.18).

4.2.2.1. Student assessment preferences regarding questions that require cognitive process

Table 8 presents the descriptive statistics of the related subscale with mean scores and standard deviation.

Table 8.

Mean and Standard Deviation Scores of the Items Related to Cognitive Process

Item		**Mean**	*SD*
33	Information-level questions (related to teaching content)	3.28	1.72
34	Insight-level questions (related to content taught by a teacher)	3.14	1.79
35	Questions that require the content learned to be applied to new situations (application level)	3.07	1.43
36	Questions that require examples to be presented	2.85	1.51
37	Questions requiring comparing different concepts and ideas	2.71	1.48
38	Questions requiring analysis and interpretation	2.50	1.60
39	Questions requiring inference	2.71	1.48
40	Questions requiring a general summary of relationships between all learned topics	2.92	1.73
41	Questions requiring creativity and imagination	3.14	1.87
42	Questions requiring personal explanation and opinion	3.21	1.62
43	Questions requiring critical thinking	1.92	1.32
44	Questions asked to evaluate other people's ideas and solutions	2.71	1.85
45	Questions requiring scientific research	2.21	1.36
46	Questions requiring problem solving skills	2.92	1.54

N = 14

Table 8 presents the result of student assessment preferences regarding questions that require cognitive process. According to Table 8, Item 33 received the highest mean score of 3.28 (SD = 1.72), and Item 42 received the second highest mean score of 3.21 (SD = 1.62). Items 34 and 41 were in the third order among the highest mean scores of 3.14 (SD = 1.79 and 1.87 respectively). However, Item 43 received the lowest mean score of 1.92 (SD = 1.32). According to Table 8, none of the items received the mean score above 3.50, which means to fail to meet the criterion for having been involved in the process of data collection of the qualitative method in this research study.

4.2.2.2. Student assessment preferences regarding questions that require student responsibility

Table 9 presents the descriptive statistics of the related subscale with mean scores and standard deviation.

Table 9.

Mean and Standard Deviation Scores of the Items Related to Student Responsibility

Item		Mean	SD
51	Letting students prepare test questions	3.28	1.85
52	Allowing each student to prepare his own question	3.42	1.45
53	Decision-making of evaluation requirements with students	4.14	1.29
55	To hold informational meetings where the evaluation and learning process is discussed	3.28	1.48
56	Taking students' achievements into account in the course and the activities of self-assessment	3.92	1.20
57	Freedom of choice on which method s(s) to be evaluated	4.14	1.29
60	Taking your attention to the class as part of your grade	3.21	1.76
61	Considering your effort to learn as part of your grade	4.00	1.51
62	Allowing to conduct project work as a group	2.85	1.61
66	Making individual "interviews" for evaluation purposes	3.21	1.52
72	Covering peer evaluation results in some of the evaluation activities	2.85	1.61
73	Giving a chance to participate in the process of establishing the necessary standards/requests for success evaluation	2.84	1.67

N = 14

As Table 9 shows that items 53 and 57 with averages of 4.14 (SD = 1.29) for each, item 61 with an average of 4.00 (SD = 1.51) and item 56 with an average of 3.92 (SD = 1.20) received the most points respectively. Due to their mean scores being

higher than 3.50, these items were involved in the qualitative method of the study. However, the remaining items in table 9 received lower mean scores than 3.50, which was not considered sufficient to meet the criterion for having been involved in the qualitative data.

4.2.3. Grading and Reporting

As there was only one result regarding grading and reporting, it was not presented in a table. *Grading* received an average of 3.00 (SD = 1.32).

4.2.3.1. Students Assessment Preferences Regarding Grading and Reporting

Table 10 presents the descriptive statistics of grading and reporting with mean scores and standard deviation.

Table 10.

Mean and Standard Deviation Scores of the Items Related to Grading and Reporting

Item		Mean	SD
54	Evaluating not only the product that emerges, but also the process	3.78	.80
58	Considering your in-class participation and discussions as part of your grade	2.92	1.77
59	Considering homework and practices as part of your grade	3.14	1.83
63	Presenting statistical information about each exam question at the end of the course	2.92	1.73
65	Using a rubric when evaluating	2.42	1.28
69	Making a few quizzes during the semester	2.84	1.40
70	Determination of your academic achievement with different methods of evaluation	3.00	1.41
74	Evaluation of study results according to detailed and well-defined criteria	3.07	1.73
75	Determination of a common grade by evaluating the studies by two different teachers	2.78	1.57
76	Giving the grade according to the personal progress observed during the course	3.35	1.73
77	Giving the grade according to the achievements of other students participating in the course	2.42	1.55
78	Exact reflection of the level of learned subject through the grade	2.92	1.63
79	Seeing not a single grade at the end of the course, but the profile of success for each different subject	3.28	1.85
80	Receiving detailed feedback on the results of the study or exam	3.28	1.72

N = 14

Table 10 presents the result of student assessment preferences regarding grading and reporting. According to Table 10, Item 54 received the highest mean score of 3.78 (SD = .80), and Item 76 received the second highest mean score of 3.35 (SD = 1.73). Items 79 and 80 were in the third order among the highest mean scores of 3.28 (SD = 1.85 and 1.72 respectively). However, Items 65 and 77 received the lowest mean score of 2.42 (SD = 1.28 and 1.55 respectively). According to Table 10, only item 54 with an average of 3.78 (SD = .80) received a mean score higher than 3.50, which was the criterion for having been involved in the qualitative data collection method. However, the remaining items in Table 11 received lower mean scores than 3.50, which was not considered sufficient to meet the criterion for having been involved in the qualitative data.

4.3. Open-ended Interview Questions

After determining students' assessment preferences through the adapted inventory prepared by Büyüköztürk and Gülbahar (2008) from the original inventory developed by Birenbaum (1997), the next phase was preparing 11 open-ended questions, which was the method of data collection for the qualitative method utilized in this research study with the aim of figuring out the reasons of the students' assessment preferences obtained through the inventory. The content of open-ended questions was determined in accordance with the criterion concerning minimum mean scores of 3.50 out of 5.00. The items with the mean scores above 3.50 (items 1, 3, 4, 23, 47, 48, 49, 53, 54, 56, 57 and 61) were namely about classical ways of assessment, duration of tests, preparation for tests, student involvement in assessment and assessment of students' process.

4.3.1. Interview Question 1: Please explain what effects using books and resources in exams have on your performance during exams.

This question aims to investigate whether the use of books and other resources during exams has any effects on students' performances in exams. The responses received from the students were evaluated in two phases as positive and negative.
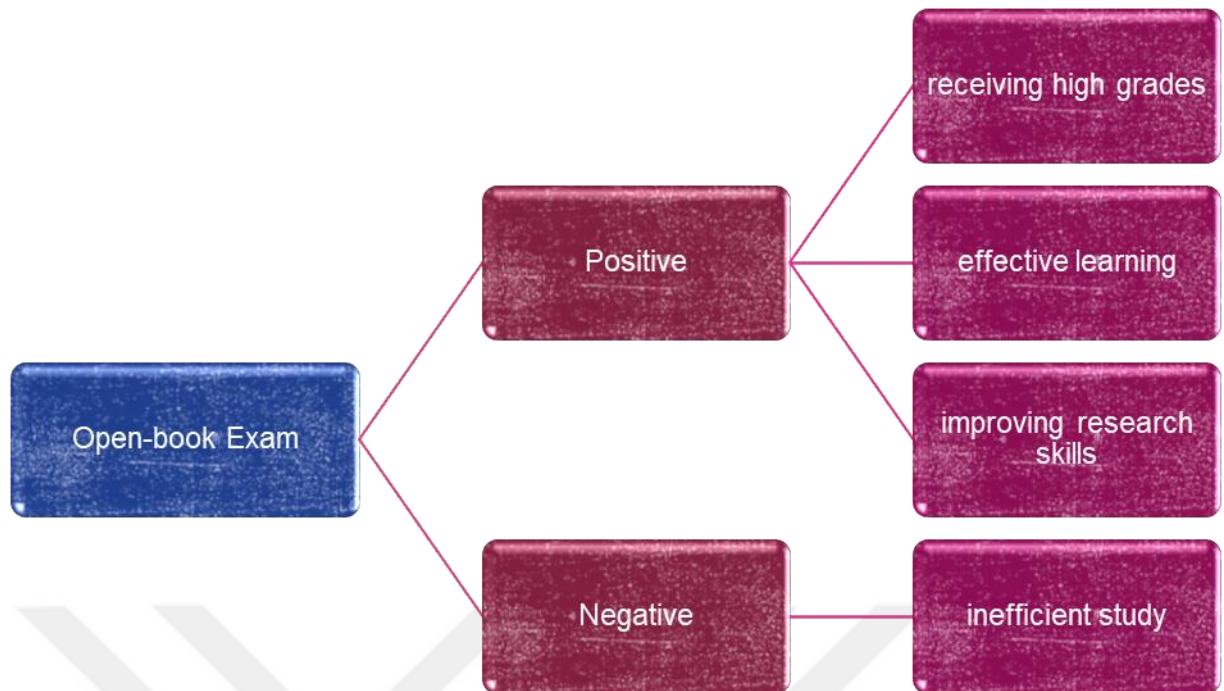
Figure 1. Using books and resources in exams

The positive and negative effects of the use of books and resources on students in exams are seen in Figure 1. Detailed explanations of these results are presented below.

Considering the positive findings, firstly *'receiving high grades'* was stated by 6 students. For example, one of the students stated that it enables students to receive high grades as seen in Student 13 response below.

First of all, benefiting from the materials during the exam will enable students to get high grades from the exams. Even if I do not know the answers to the questions, I will know more or less about the subject under this pretext. Even if I have information about the answers to the questions, I will also have extra information using the resources and transfer it to the exam paper.

Student 11 also stated how it affects his exam performance in a positive way.

I think it will positively affect my performance as I feel more comfortable and my exam anxiety might decrease.

The second positive finding among the responses given to the first question consisted of '*effective learning*', which was stated by 4 students. The students thought that the use of materials during the exam may yield effective results for learning. Regarding this, Student 6 response was given as follows:

During the exam, using books or other resources ensures that the information we look for to answer the question occupies a more permanent place in the brain.

'*Improving research skills*' was the third and last positive result found out in the responses given to the first question by 3 students. In this context, the students thought that their creativity appeared to be prominent. An excerpt from the response of Student 5 was as shown below:

I can give creative answers during the exam by looking at the basics in resources, learning and thinking about it. I can also give answers in the exam through analyzing and synthesizing the information.

The second category was about negative findings for the students' use of resources in exams. In this category, 6 students reported that they could access information without making many efforts. They also thought that the information may not necessarily be kept in mind for a long time because they could easily access information through resources during the exam. Although this might be seen as a positive situation in practice, regarding assessment purposes, it can be categorized as a negative finding since this seems to hinder the students' learning practices. Student 10 gave the following response about this as shown below:

We don't have to keep the information in our memory for a long time because we don't need to push ourselves hard to learn. We can take a look at the resources we have. It is very difficult to keep that information in mind for a long time without making an effort and working on it.

Another negative result was stated by 4 students as '*inefficient study*'. The students stated that they may not be well-prepared for exams due to relying on the

resources. The use of resources in exams was believed to encourage the students to think of obtaining something without studying, and this situation was thought to be useless for the students. Excerpts from the responses of Student 1 and 4 were as given respectively below:

> *I think it is a bad thing because the logic of taking an exam is to see if you know the subject, but using the resources in the exam is not an advantage for us. We can copy and paste the information and might not end up with learning anything, so I think it could be useless.*
> *I think students will be more relaxed and will not push themselves to study hard because of having the chance of relying on the resources they have.*

When we look at the results, it could be seen that there is almost a balance between the positive and negative findings in number. This may mean that taking exams with or without books or other resources does not probably seem to affect the students particularly in one way. As the students stated in their responses, although they could reach information needed when necessary, which might sound rather good for students for the sake of passing exams, they seem to have an understanding that they could not learn well enough in this way. They also stated that these kinds of exam types could not really be effective enough in order to assess knowledge of students.

4.3.2. Interview Question 2: How does exam duration given to answer questions affect your performance during exams?

This question is concerned about finding out possible effects of exam durations on students' exam performances. The findings obtained from the student responses about this question were categorized as positive and negative.
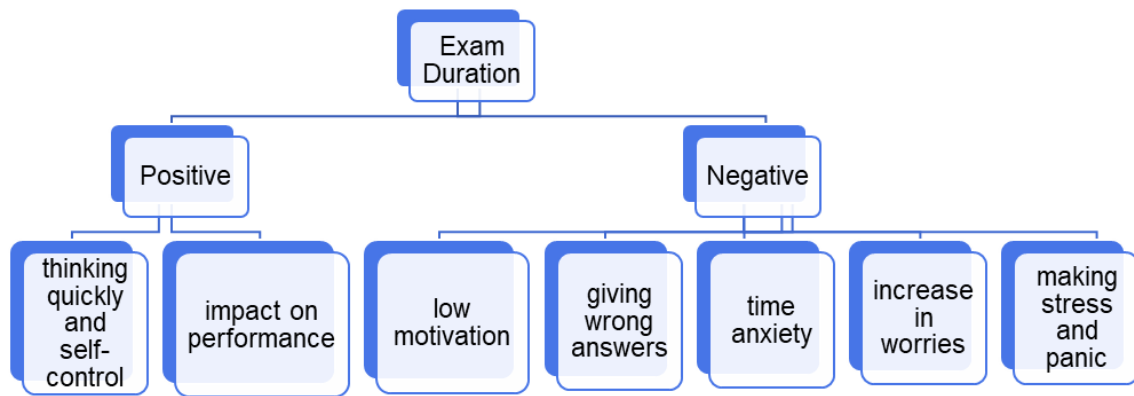
Figure 2. Effects of exam duration on student performances

The figure above shows the positive and negative effects of certain exam durations on students. Detailed explanations about the data in the figure are presented below.

Regarding the positive ones, there were two findings to be examined. The first one was '*thinking quickly and self-control*' which was stated by 4 students. Exam duration was thought to be important by the students to increase their speed concerning how fast they think about questions and answer them in an exam. An excerpt from Student 3 response is as shown below:

> *Duration in exams increases speed and ability to think quickly. I think this is a positive effect.*

An excerpt from Student 14 response also focused on the necessity of using time efficiently in exams besides the ability of thinking quickly.

> *You need to think quickly and learn to be able to give the desired answers to the questions in a certain time. It also teaches us how to use time efficiently.*

The second and last positive finding was discovered to be '*impact on performance*', which was stated by 2 students. As it might be understood from the student responses, hard work and good amount of knowledge could help the students prevent from going through problems regarding exam duration. For supporting this point, the response of Student 1 was given below:

Exam durations do not affect performance much, because I think a student who has mastered the subject will not have a problem with the exam duration and it will not affect performance negatively.

The second category dealt with the negative findings about this question. Firstly, 8 of the students mentioned '*making stress and panic*' in their responses. The students consider exam durations to be one of the main reasons of their anxiety in exams because of the fact that they may not be able to finish answering all the exam questions within the duration given to them. Student 13 gave a response below that supports this point:

The test duration worries me, no matter how hard I have studied. This turns into a quite serious situation especially in important exams. I get nervous in case I don't have time to finish answering all questions, and this indirectly creates a fear of failure for me.

Moreover, when exam durations were not carefully paid sufficient attention by teachers, other negative effects of exam durations on students might be observed. Student 11 emphasized them in his response, as given below:

The duration of the exam should be long enough to answer the questions according to the difficulty of the exam. Otherwise, the exam duration may increase my worries. It teaches me to race over time, but on the other hand, when I fail the exam, I consider myself unsuccessful.

Another negative finding was found out to be '*time anxiety*', stated by 4 students. This finding actually appeared in the discussion of the previous finding, too. Similarly, in this context, the students seem to worry about the possibility of losing their control during exams owing to the probable effects of exam durations on themselves. Student 2 stated this issue in her response, as given below:

Since we will be excited, the exam duration may make us nervous and we might answer questions wrong. But if we have enough time, I don't think there will be such problems. If the exam duration is given too long, we may be distracted and our performance may decrease, but if the exam duration is not given long enough, there will be questions that cannot be answered.

'*Giving wrong answers*' was another negative finding, which was stated by 2 students. The effects of lack of sufficient exam duration on the student performances in exams have been discussed so far. Very few of the students interestingly mentioned the effects of much longer exam durations than they were expected to be on the students in their responses. For example, Student 9, as shown below, stated that longer exam durations could have students provide unnecessary or wrong content in their answers in exams:

Although the long exam duration helps me answer the exam questions comfortably and without stress, I also write down unnecessary or wrong information in order to earn more points. This situation can be a reason to break points for teachers who want a short and concise answer.

Finally, '*low motivation*' was the last negative finding, stated by 2 students. Due to the short of sufficient duration given to the students, having unsuccessful exam results in the end may make them feel unmotivated and reluctant. The response of Student 12, as given below, may be an indicator of this finding.

Sometimes very little duration could be given and we cannot finish answering all questions. Though we can get a higher score, we get much lower one. This reduces my interest and motivation towards that course.

When we look at the results, we can say that if durations given students to answer questions in exams may not be considered very carefully by teachers, this may influence students in seriously negative ways, and this could lead them to be unsuccessful in the end. For this reason, teachers should pay attention to how long exam durations should be for students to answer questions in exams.

4.3.3. Interview Question 3: Please explain how the lack of time limit for answering questions in exams affect your performance during exams

This question is interested in finding out what happens if any time limit is not given students to answer questions in exams. Two categories were identified as positive and negative as in the analysis of previous interview questions.
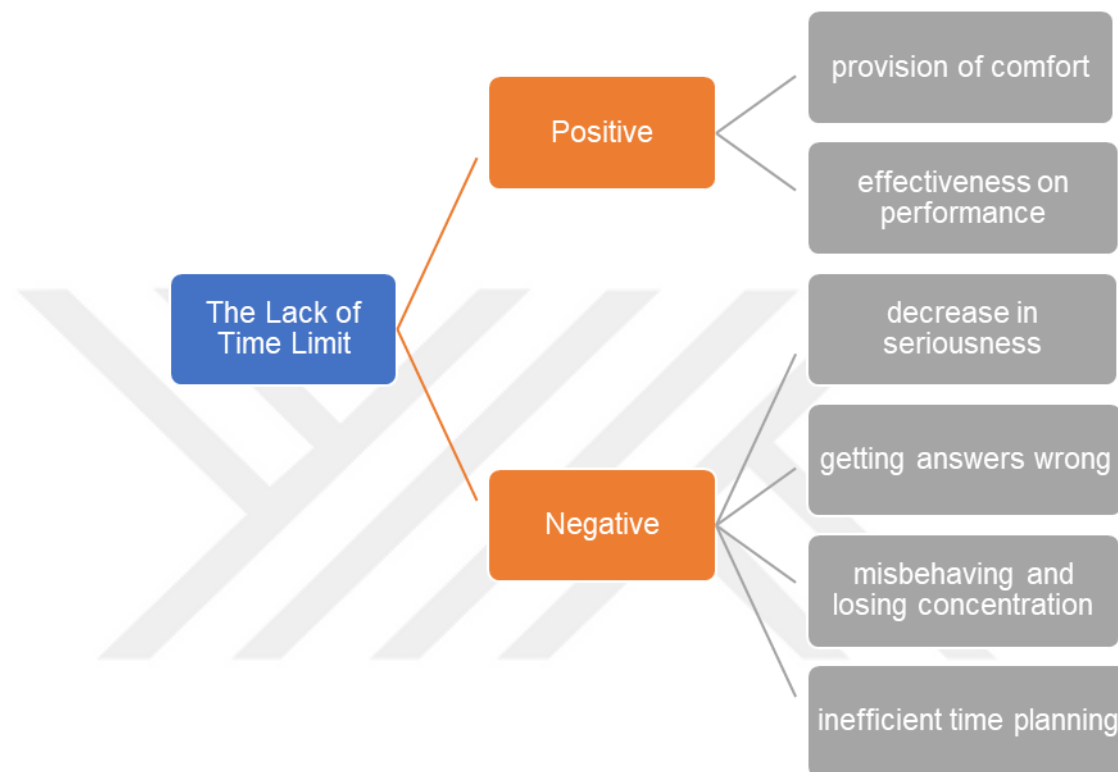
Figure 3. The lack of time limit for answering questions in exams

Figure 3 shows the effects of the positive and negative aspects of the exams with no time limits on students. Detailed explanations about the figure are given below.

The positive category consisted of two findings. The first one was '*provision of comfort*', which was stated by 10 students. Most of the students stated in their responses that the lack of time limit in exams to finish answering all questions can make them feel relaxed and comfortable while they are dealing with the exam questions as they may not have serious concerns about receiving lower scores or being unsuccessful in the exam because of the lack of any time limit to finish the exam. Student 11 mentioned this issue in his response as shown below:

I feel more comfortable and can focus more on questions in exams.

Similarly, we can also see the same perspective in the response of Student 12 below:

> *It helps me become relaxed to answer questions more comfortably without feeling nervous.*

The second and last finding in the positive category was '*effectiveness on performance*', stated by 3 students. High performance in exams and receiving higher scores as the result of high performance by the students were the two main expressions that determined this finding. Students 4 and 12 mentioned the possibility of receiving higher scores due to the high performance in exams in their responses as given respectively below:

> *I think it has a positive effect. Better results can be obtained if there is no time limit to think and put the answers on paper.*
>
> *Since the lack of a certain period of time will relax the students psychologically, they can easily answer all questions. They can easily put their knowledge on paper in the exam and thus get higher grades.*

When it comes to the negative category, the first finding was '*inefficient time planning*', which was stated by 5 students. The students mentioned the possible dangers of having no time limit in exams. They might experience disorganization in their answers on the exam paper. The lack of any time limit may lead them to write more than they are required to on the exam paper, and this may create disorganization and even chaos in their answers. Thus, it could be very probable for the students to cope with problems regarding time planning in exams, as already stated in student responses. The more flexibility in exams to answer questions might mean the longer exam durations the students will have, where they could go through all these problems mentioned above. Student 10 response focused on the issue of time planning in exams as given below:

> *If we cannot learn and apply the ability of time planning well, which is also important for personal development, against the duration given in exams, we may be weak in situations where we need to be solution-oriented in the future.*

Student 13 also mentioned the problems of '*misbehaving* and *losing concentration*' besides ineffective time planning in exams, as shown below:

The lack of a certain time limit seems nice to students, but if the durations of exams become very long, it might make students to use time ineffectively without actually realizing it, because the students may behave carelessly and their concentration level may decrease because they think that they have too much time in exams to answer questions.

Another negative finding was '*getting answers wrong*', which was found out in 3 student responses. It was thought by the students that the lack of time limit in exams might lead the students to give wrong answers to the exam questions. That is, it might be thought that there was plenty of time to put extra information in their responses to exam questions with the aim of earning more points from the teacher. This could happen through either giving extra or irrelevant information in the responses by the students. By doing so, they may get lower scores because the unity of the text written as a response to the exam question may be broken or the text written could not satisfactorily answer the question asked in the exam even though there might be many details in it. Students 5 and 6 mentioned this issue in their responses as given respectively below:

Since the duration of the exam can be long, it may affect my efficient thinking negatively. In addition, I may not be able to give clear answers to questions because my concentration level may be low in exams with no time limit. By adding extra, unnecessary information into my answers, I can be considered to have given wrong answers.
When I look back at the question once more just because there is too much time, it makes me change my answer in a way and thus it turns into a wrong answer. The first answers of mine are usually correct.

The last negative finding was '*decrease in seriousness*', stated by 3 students. According to the student responses, setting time limits for exams could be considered to provide discipline for the students both to study and to conduct the exam successfully. Otherwise, there may be some problems in their ways of studying or approaching to

exams and their behaviors during the exam because they may think of planning to take the advantage of an exam with no time limit set previously, such as attempting to cheat or giving less care about preparing for exams, and so on. In the responses of Students 2 and 7, we could see these points, as shown below respectively:

It is a good situation for students because they can answer the questions easily, but on the other hand, the lack of time limit can affect how the students study and decrease seriousness.

Longer exam durations might decrease the students' seriousness in the exam. They might start talking to each other and this situation can easily encourage them to cheat in the exam.

Compared to the previous interview question, little flexibility in exam durations could better help the students deal with their exams. In the same way, they can be expected to obtain much better results from their exams. In addition, we can understand that no time limit may not be considered to seem beneficial to students in exams. The thought of being free and relaxed on mind due to the lack of time limit set previously for tests could make the students experience failure even though their anxiety level might stay low.

4.3.4. Interview Question 4: Please explain whether open-ended questions are an effective way of assessing students' knowledge.

This question aims to find out how effective open-ended questions in exams are for assessment purposes. After the two categories were identified as positive and negative, based on the results obtained from the students' responses, it can be said that open-ended questions were effective in assessing students' knowledge because the positive findings outweighed negative ones.
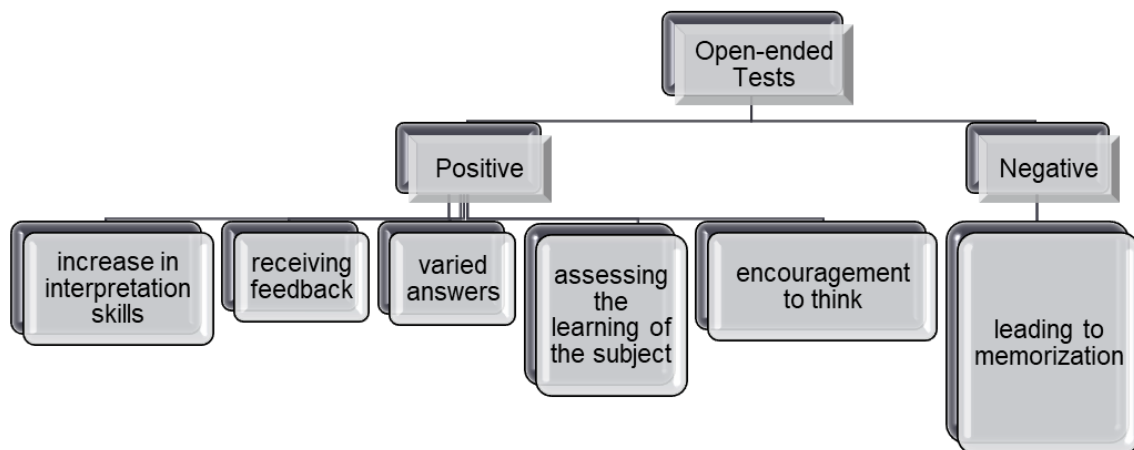
Figure 4. Effects of open-ended tests

Data regarding the positive and negative effects of open-ended exams on students are presented in Figure 4. The explanation of the relevant figure is given below in detail.

As the first positive finding, 10 students mentioned '*increase in interpretation skills*' in their responses to this question. The students seem to believe that while they were answering open-ended questions, they could find opportunities to add their interpretations in their answers. This may mean that not only theoretical information was included in answers but also, we could see how the information was understood by the students through their interpretations, which was considered quite significant as an indicator of assessing how much was known about the subject. Students 3 and 5 mentioned this point in their responses, as shown respectively below:

> *Open-ended questions in exams are an effective method of measuring students' knowledge because they can make us do more brainstorming and increase interpretation skills.*
>
> *Open-ended questions are very important because students can answer the question by adding their own interpretations as well as theoretical knowledge in the question asked, so they will learn how to interpret.*

In the response of Student 8, the opportunity of '*receiving feedback*' from the teacher on the answer written in the exam was mentioned besides the students' interpretations.

Open-ended questions are important for students because they allow them to explain what they have learned in their own words. Open-ended questions are also important for the teacher to correct the points that were learned wrong and to give feedback to the students. Open-ended questions also allow the students to add their own interpretations to their answers in the exam.

Apart from the students' interpretations and receiving feedback, there is another aspect of open-ended questions to be preferred by the students in terms of grading. Answers of open-ended questions may vary, and the students find this useful because they think that correct answers can be given in different ways. This allows them to earn points even though they could not give full answers, or they could write answers in their own ways which means that they are not strictly expected to follow certain rules or patterns. An excerpt from the response of Student 12 was about this issue, as given below:

In exams with open-ended questions, we can approach to the subject in many ways. There is not a single, correct way to answer. I think it is very good for me to show my own knowledge. Questions could be dealt with differently and could be answered in different ways. Since there is not a single, correct way to answer, it may also prevent me from getting low grades. After all, if I could get the question at one point, I can be scored accordingly. Therefore, I think it is an effective method.

Another positive finding was '*assessing the learning of the subject*', which was stated by 8 students. As the nature of open-ended questions require the students to create their answers in writing, it could be considered an effective way of assessing the subjects learned because the students thought that such questions could only be answered only if the answer was exactly known; otherwise, it will be left unanswered since there is nothing available to help the students answer open-ended questions as opposed to multiple-choice questions. Student 14 mentioned this point in her response as shown below:

Open-ended questions are an effective way to measure students' information. If I already know the subject, I will answer that question. If I don't know it, the question will remain unanswered. There will be no options to answer the question as in multiple-choice tests. Moreover, it is the most ideal to ask open-ended questions in exams to see what has been learned about the subjects of the questions asked and how well the students can convey their messages to others in their own sentences.

Another positive finding, stated by 2 students, was '*encouragement to think*', and this could be thought as a pre-requisite for the first finding, which was '*increase in interpretation skill*', because the students need to think in detail so as to make interpretations. For this reason, this finding was expected to have been found out by the researcher, and it was exactly mentioned in two of the student responses as it had been expected before. Based on the student responses, it was found out that open-ended questions required students to think about what they knew about the question to be able to give an answer since there was no clue in the question to help the students answer the question, as in multiple-choice questions, and they also needed to think about it in order to plan what they were supposed to write in their minds and to come up with a written answer. An excerpt from the response of Student 11, who mentioned this issue, was given below:

Open-ended questions are an effective way to measure what students know because they don't help you find the answer. They directly ask you the answer, so they make you think about the information to give answers. You must know the subject to be able to answer, but there is a possibility to find the correct answer in multiple-choice tests even if you are not sure about the answer or do not know the subject well. Therefore, tests of open-ended questions can measure knowledge of students.

Among the findings of this question, there was only one negative finding, which was '*leading to memorization*', and this was stated by 2 students. Open-ended questions may lead the students to study by memorizing the information in the resources and to put it on the exam paper in the same way as a response to the question asked in the exam. The students criticized this issue because they thought that it was done to receive

high scores, and also it was found meaningless. Student 1 response was an example for those who thought in this way, as shown below:

Open-ended exam questions are effective for measuring our knowledge, but since we know that there will only be open-ended questions in the exam, we memorize information from the sources and write it in the same way we have memorized in the exam and forget about it after the exam because we do this to get the questions right without any risks, and so we may get a high score and they may pass the exam.

According to the students' responses, the main underlying reason for open-ended exams to be an effective measurement tool was concerned about the interpretation skill. Students should have it to answer questions in open-ended exams because they are not only expected to give definitions or theoretical information on a subject but also comment on the information. As it could be understood from the students' responses that if a test requires students to think deeply and to interpret on theoretical information, that test could be considered as an effective way of assessing students' knowledge.

4.3.5. Interview Question 5: Please explain whether multiple-choice questions are an effective way of assessing students' knowledge.

In this question, multiple-choice questions are aimed to be investigated if they are effective enough to be used in exams for measurement of students' knowledge. When the students' responses were analyzed, it was found out that multiple-choice tests were considered ineffective as a tool of assessment by the students since almost all the student responses led the researcher to find out negative results. Thus, this means that any positive findings will not be discussed in the analysis of the student responses given to this question.
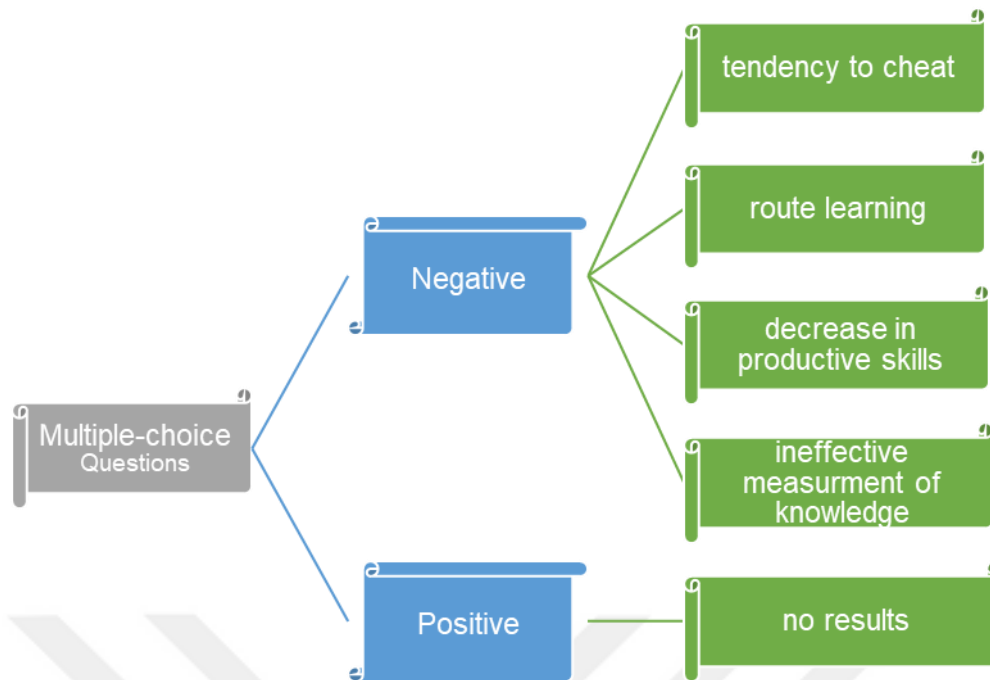
Figure 5. Effects of multiple-choice tests

Figure 5 shows the positive and negative effects of the application of multiple-choice tests on students. Detailed explanations about the results in the related figure are presented below:

The first negative finding was '*ineffective measurement of knowledge*' which was stated in the responses given to this question by 12 students. As almost all the students who participated in this study mentioned this issue in their responses, multiple-choice questions seem to be considered ineffective to assess the students' knowledge on a subject. That is, options given in an open-ended question may be thought to help the students select the option in which the correct answer is located although they might not have sufficient information on the related subject. The students thought that there was a chance for themselves to guess the correct option among all the options given in multiple-choice questions, which was regarded as an ineffective way of the measurement of knowledge of theirs. For the description of the situation mentioned, Student 14 response was given below:

> *Multiple-choice questions are not an ideal way of measuring our knowledge. Since one of the options is already the correct answer, it will remind us of something. Even with little knowledge, we may be able to answer the question because it is not required to write an answer in a paragraph format. It is enough to select any option.*

Another negative finding was '*decrease in productive skills*' that was stated by 4 students. In the previous question concerning the effectiveness of open-ended questions as a mean of assessment, students' productive skills were highly found out significant because in such an exam, answers could only be given through sentences written by students. Thus, they might have possibilities where they could include their interpretations in their answers. However, exams of multiple-choice questions require the students to select the option for the correct answer among the answer choices given, which does not allow them to make their interpretations in their answers as it can be done in open-ended questions. For this reason, the student responses showed that multiple-choice questions prevented the students from reflecting their interpretations on the exam paper since their duty was only to pick up an option provided to them. Student 3 stated this issue in her response as given below:

> *In exams, multiple-choice questions reduce critical thinking and constrain us in terms of knowledge because they weaken our interpretation skills.*

In addition, the response of Student 12, as given below, indicated that multiple-choice questions were found to be ineffective due to the way of answering questions, and she also thought that such questions were regarded to measure only '*rote learning*', which leads the students to memorize information:

> *In exams with multiple-choice questions, there is only one correct answer. You get points if you find it, but if you can't find it, you can't get any points. Therefore, I do not find it effective. In addition, multiple-choice tests measure knowledge by rote. My memorization capacity is not good at all. I always study in the way that seems logical to me. I take everything seriously, so I do not find these types of exams to be effective as they lead us to memorize everything to pass the exam.*

Finally, the third negative finding regarding the ineffectiveness of multiple-choice questions was '*tendency to cheat*' which was stated by 2 students. The students thought that in tests with multiple-choice questions, students could easily cheat by looking at others' papers. The answers to the questions are only the first four or five letters in the alphabet, which are 'a', 'b', 'c', 'd' or 'e'. Thus, it could be quite easy for

some students to see and read the answers marked on the answer sheets of others unless different versions of the tests are given to the students to prevent cheating through copying others' answers. An excerpt from the response of Student 6 was concerned with this issue as given below:

Multiple-choice exams are not effective because it is quite easy for students to cheat in this type of exam. You can see what options others have marked on their paper. But if there are different versions of the test, it becomes more challenging to cheat because other students around you have different questions or order of questions, so the answers may not be the same even though you can see your friends' answers.

Based on the results obtained from the analysis of student responses given to this interview question, almost all the students think that multiple-choice tests might not be sufficiently effective to be able to assess their knowledge because these tests mostly seem to restrict them to make comments freely on what has been learned in classes due to the nature of multiple-choice tests. The students require to make decisions to pick up one among the options to be able to give answers to questions in multiple-choice tests.

4.3.6. Interview Question 6: If you had a chance to choose the type of tests of the courses you are taking, please explain whether you would choose open-ended tests or multiple-choice tests.

In this question, it is aimed to figure out which type of tests (open-ended tests or multiple-choice tests) is preferred by the students when they are allowed to choose. After the placement of the student responses into the two pre-determined categories as 'open-ended tests' and 'multiple-choice tests', it was found out that 9 students preferred 'multiple-choice tests', and 7 students preferred 'open-ended tests'.
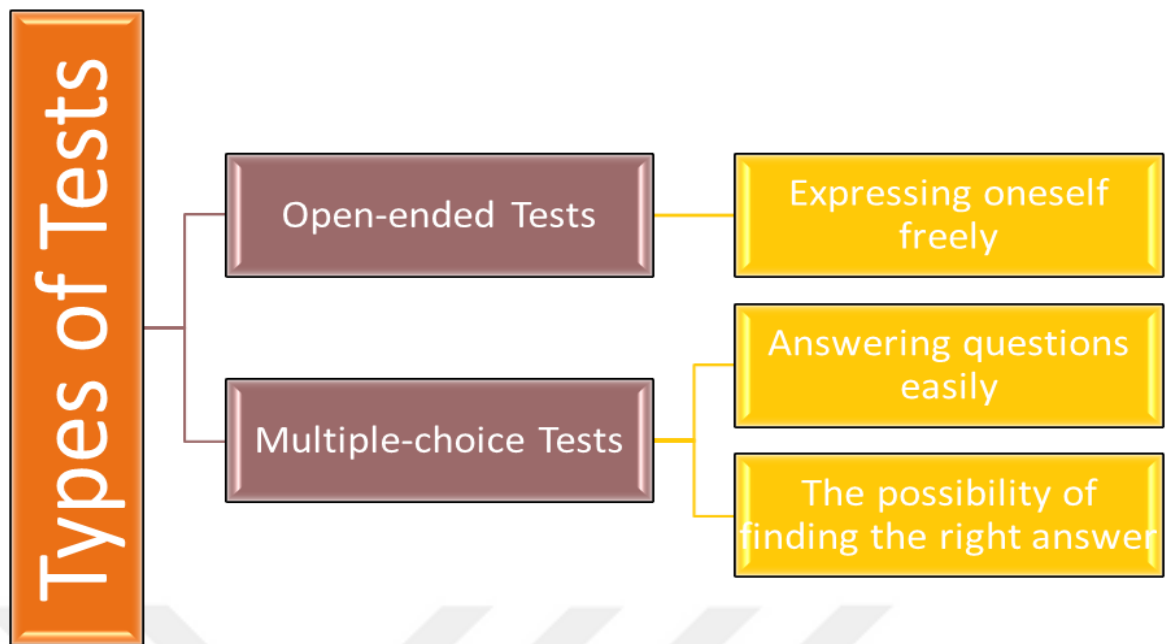
Figure 6. Types of tests

Open-ended and multiple-choice tests are compared in Figure 6, as shown above, and related details concerning the details of the comparison between the two types of tests are presented below:

When the underlying reasons behind these results were analyzed, two results were found out for the students' preferences regarding multiple-choice tests. The first result which was stated by 5 students was '*answering questions easily*'. The students seem to have more positive attitudes towards multiple-choice tests because they may feel less anxious and less tired in such tests. They could answer multiple-choice questions with ease. The responses of Students 1 and 8 indicated how the students approached to these kinds of tests, as given below respectively:

I would choose multiple-choice tests because they make me feel more relaxed and less stressful than how open-ended tests make me feel.
I would choose multiple-choice tests. They provide great convenience for students. You do not need to write anything. You only need to choose and mark options to answer questions. You do not feel tired a lot in such exams.

The second and final result related to multiple-choice tests was '*the possibility of finding the right answer*' which was stated by 4 students. It could be quite common

among students to fail in remembering the information or in answering the question in the middle of the test due to anxiety, stress or fear of failure that the students might experience during tests. Thus, the students seem to think that answer options in multiple-choice questions might help them remember or find the correct answer option, which was mostly considered to facilitate the process of answering questions by the students. Students 6 and 7 mentioned the related points in their responses, as given respectively below:

> *I prefer multiple-choice tests because sometimes I might forget some information on the subject I have studied, but when I read the options, I may remember it and answer the question by making a decision to select an option.*
>
> *I would choose multiple-choice tests. It is goal-oriented and short, and also, the answer options may help me remember relevant information. If my mind is not clear, I can remember the required information and pick up the option with the right answer among all the answer choices provided under the questions.*

As for open-ended tests, there was only one result found out in the student responses and it was stated by 7 students as *'expressing oneself freely'*. The students seem to have a perception of feeling free to be able to express themselves in the way of their preferences because everyone can organize what and how their responses are supposed to be. There are not specific patterns of how responses are exactly expected to be in open-ended questions. Thus, this side of open-ended questions seem to attract the students to have them feel relaxed and free in answering questions, and also the students could find opportunities to include their own interpretations in their responses. Students 3 and 14 mentioned these points in their responses, as given respectively below:

> *I would choose open-ended exams because I prefer to convey what I know to others through my own interpretation.*
>
> *I would choose open-ended exams. I can express myself freely and explain what I know through my way of written expression and my comments. In my opinion, multiple-choice tests do not measure knowledge very well. It cannot be discussed or commented on, and this decreases student productivity.*

According to the student responses, although open-ended tests were considered superior to multiple-choice tests for effective assessment, multiple-choice tests were preferred more since the students seem to think that multiple-choice tests were easier to deal with in terms of the way of answering questions and the possibility of remembering or finding correct answers through answer choices provided in such tests.

4.3.7. Interview Question 7: Please explain how important it is for students to be informed about the assessment method of a course by the instructor conducting the course.

In this question, it is aimed to find out how significant for the students to be informed regarding the assessment method by the course instructor. It was found that none of the students stated negative statements in their responses; thus, any negative results were not found out in the analysis of the student responses.
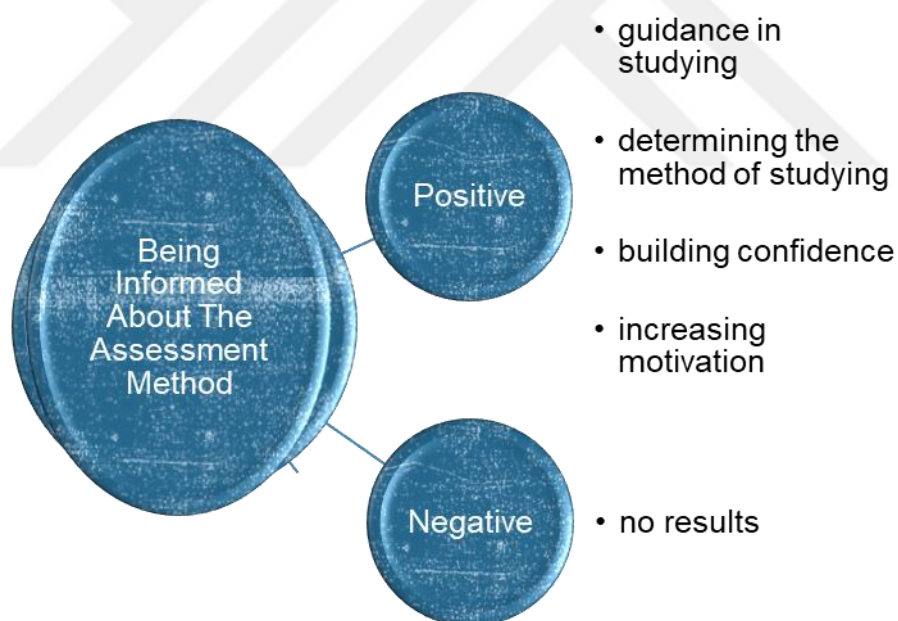
Figure 7. Being informed about the assessment method

Figure 7 shows the effects of informing students about exams on students. Detailed explanations about the results seen in Figure 7 are given below.

It could be rather perceived acceptable that the students may demand informative explanations beforehand from the course instructor related to exams to be taken. This opportunity might help the students with their preparations for the exam

effectively and confidently. In this regard, it is likely that, every student may expect to be informed about the process and types of exam questions in order to familiarize themselves with exams they will be given. In the study, it was found out that 9 students mentioned '*guidance in studying*' in their responses, which was the first result with the highest rate. To illustrate this situation, Students 3 and 11 wrote their opinions in their responses, as follows respectively:

> *I think that it is important for us to know what will be faced in exams to be successful. So, we can study accordingly.*
>
> *I believe it is very important. Considering that we have many courses to study, such information could shed light on the points that we need to focus on more while we are studying.*

Similarly, the second result obtained from this question was '*determining the method of studying*' which was stated by 4 students. It seems that the students were able to better organize their own study plan in accordance with the information on assessment provided by the course instructor. The responses of Students 1 and 6, as given respectively below, could be given in order to support this result:

> *Knowing the method of assessment to be used by the course instructor allows me to determine my methods of studying the subjects in my courses. So, it is important for me.*
>
> *It is an advantage for us to know the method of evaluation of the course beforehand because we can make particular study plans and can show better performance and can be more successful.*

Apart from getting better organized in studying, another result, which was stated by 3 students, was found out to be '*building confidence*'. Feeling confident might be thought as a consequence stemming from a well-planned organization of studying for students because they explained that if they were clearly aware of what was expected to be done by themselves, there might be almost no serious reasons for feeling anxious. Students 7 and 13 mentioned this issue in their responses, as follows:

The determination of the evaluation criteria creates trust for us and we can prepare for exams better.
Providing information on the evaluation criteria of the course both creates a feeling of trust in us and in our preparation process for the course and exams.

As the final result obtained from this question was '*increasing motivation*' that was stated by 2 students. In addition to the previously mentioned positive effects on students' skills in organizing their studies, the students seem to develop optimistic and enthusiastic behaviors and thoughts towards the courses they are taking, which might have the potential to motivate them to study better. Based on the students' opinions, it could be clearly expressed that being informed about the assessment methods in detail by the course instructor might have the students be aware of what needs to be done throughout the semester so as to be successful. For this reason, they seem to pay much attention to this, as the sample responses from Students 2 and 9 indicated respectively below:

Having information on the assessment methods directly affects my interests and participation in classes in an encouraging way because I can attend the course without worrying about exams at all.
Being informed about the assessment methods makes a positive contribution to my methods and techniques I use while I am studying. It also increases my motivation and self-confidence. So, this can increase my performance both in classes and exams.

We can understand from the results that all the students thought positively about having been informed about the way of assessment of a course. The students think that if they know what kinds of assessment methods will be applied beforehand, they will prepare for their tests accordingly. Thus, they will be able to plan their schedules to study with high motivation and self-confidence. This is believed to bring success in tests by the students.

4.3.8. Interview Question 8: Please explain how important it is for students taking the course to be informed about how exams will be carried out, and the way of preparing for exams by the instructor conducting the course.

This question is interested in how much significance is attached by the students to being well-informed about the administration of exams and ways of preparation. Depending on the results obtained from the analysis of students' responses, it was figured out that all the students had positive opinions, similarly as in the results found out in the previous question.
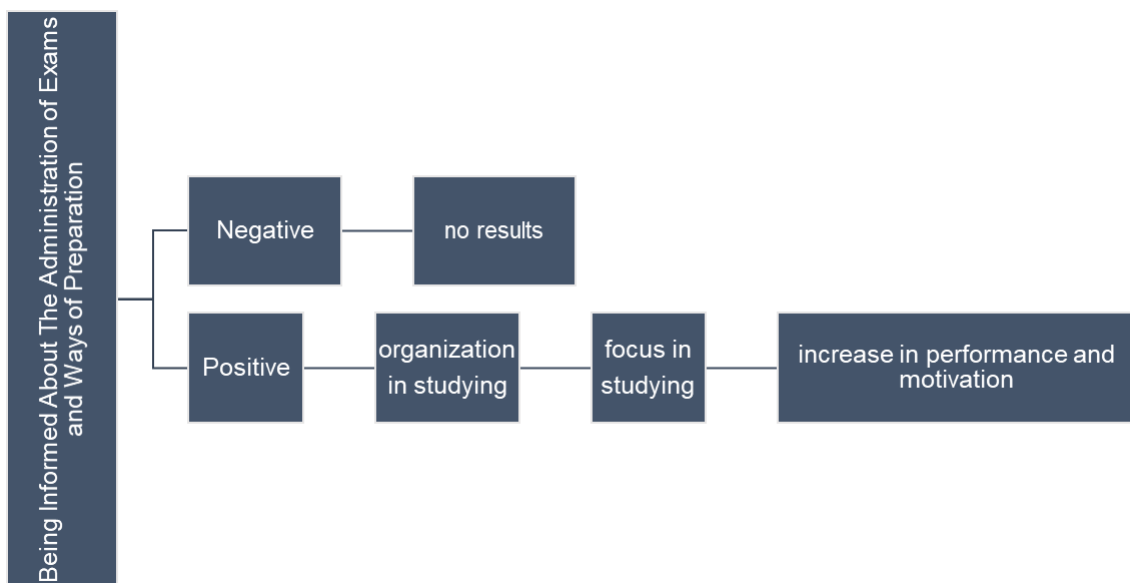
Figure 8. Being informed about the administration of exams and ways of preparation

In Figure 8, students' opinions about being informed about the administration of exams and ways of preparation are given. Detailed explanations of results obtained from the students' responses above are presented below.

Based on the students' responses given to this question, it seems that they placed great importance on being well-informed about exams by course instructors before exams were administered. According to the responses of 8 students, being informed about exams could help them organize their studies, which led the researcher to find out the first result as '*organization in studying*'. Students 1 and 6 mentioned this issue in their responses, as given respectively below:

I think it is very necessary for us because some courses contain too many subjects and, in this case, it creates a problematic process for us. I think information teachers give about exams will be very effective for us to be able to study well and to receive higher grades.

It is very important for me to get detailed information about exams in order to be successful and pass the course, as well as what I have learned from the course. For this, it is very important for me to know in advance what needs to be done in order to be successful, to be prepared accordingly, to do what is necessary when the time comes, and even to get help from the teacher if necessary.

The second result, stated by 6 students, was found out to be '*focus in studying*'. According to the student responses, the students thought that being informed about the details of exams by course instructors could better help them determine what needs to be studied to be successful in exams through receiving high grades. Excerpts from the responses of Students 5 and 11, as given respectively below, indicated some samples regarding the related issue:

It is actually an important issue for us to be successful because if we have information about exams and study in accordance with the content of exams, we will probably get higher grades in exams and we can be more successful.

It is a very important issue as it gives information about how I should study for exams. For example, I would like to know what subjects and details I need to study for the exam at the end of the academic year.

The third and the last result was '*increase in performance and motivation*' which was stated by 4 students. Knowing about details of exams seem to motivate the students to study and this may increase the students' performances in classes, too. Sample responses from Students 7 and 14 about this issue are respectively as follows:

It directly affects our success and desire towards the course positively, because we can learn in advance what kind of exams to be given and what to be done in exams, so our participation and desire to courses may increase. We will also know what to study to be successful in exams.

I think it is very important because if I learn in advance what kind of exams will be given by the teacher, it will be easier for me to prepare for classes. When I study and make progress consciously, I can save time and can handle exams more comfortably without having much stress. Moreover, since I have been informed about this issue in advance, I will be able to study accordingly and receive higher grades.

As it was mentioned with similar results in the previous question, details and ways of preparation for tests were highly considered significant. The students thought that they could plan and focus on their studies with high motivation and low test anxiety.

4.3.9. Interview Question 9: Please explain whether you think there will be an effect on your performance in the real exam and on the result to be obtained after the exam when the practice is done with sample exams that reflect the reality.

This question aims to investigate whether sample exams might contribute to the students' performance and results in actual exams. All the students gave positive responses to this question.
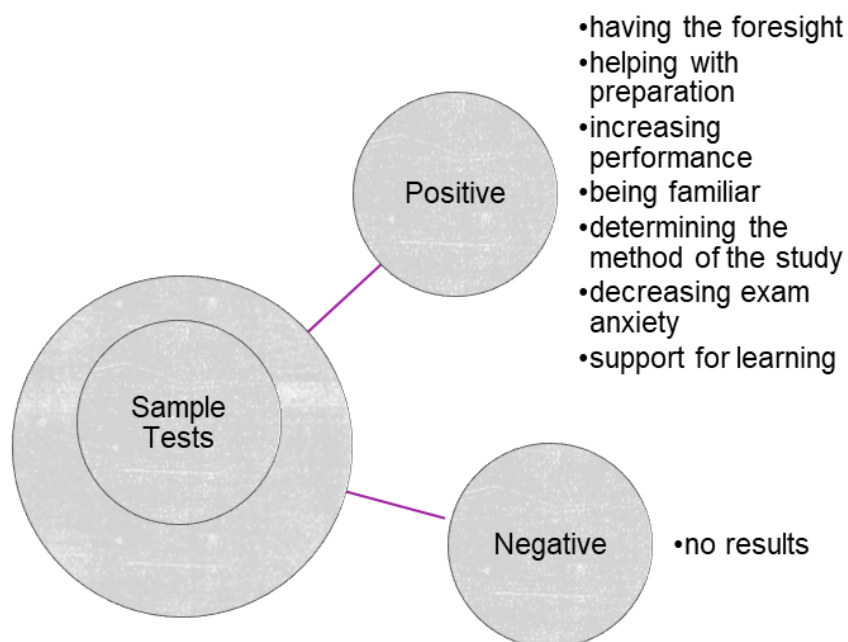
Figure 9. The use of sample tests

The figure above shows the effects of the application of sample tests on students. Detailed explanations about the data in figure 9 are presented below.

The first result with the highest rate, stated by 8 students, was '*having the foresight*'. The responses of students showed that they found sample exams quite helpful for their performances to be better in real exams. They thought that they might be more successful and might receive higher scores in real exams because sample exams were considered a simulation where the students could practice possible exam questions that might help them get used to the real exam. In this way, better performances in real exams and higher exam scores may be expected by the students. Excerpts from the responses of Students 1 and 4 could be given respectively below to reflect the students' point of views regarding this issue:

I believe that it could be really useful for students. Foreseeing similar questions and knowing what we will encounter in the real exam affect our performance positively.

Similar question samples given before the real exam are important in terms of predicting the questions that may appear in the real exam. It allows me to see the type of questions the teacher will probably ask in the real exam. It gives me an idea about the exam. It also contributes positively to my performance in real exams.

The second highest rate result, stated by 7 students, was '*helping with preparation*'. The students seem to benefit from sample tests to find out what is involved in the upcoming real exam so that they could manage their preparations for the exam and study more effectively. The responses of Students 8 and 9 focused on this issue, as given respectively below:

I think it is effective because we can know what to study specifically and we can better prepare for the real exam accordingly.

Sample exams ensure an efficient preparation process. It makes it easy for me to learn more and increase my performance.

As the third result found out in this question, 6 students mentioned '*increasing performance*' in their responses. The students thought that they could manage their

study plans and could prepare for exams better because they have had an overall idea of what the real exam may be like based on the sample exam given by the course instructor before. Excerpts from responses of Students 10 and 13, as given respectively below, might describe the related issue:

Undoubtedly, it affects our exam performance very positively. We can determine what to study specifically and can make our own schedules so that we will be able to study with ease.

Working with sample exams in a way that reflects the real exam highly affects the performance to be shown in the exam because I could have a chance to experience what awaits me in the real exam with the help of sample exams. So, they can contribute to my exam performance positively.

In the fourth order '*being familiar*', stated by 5 students, was found out. The students thought that if they were informed about details related to exams, they might feel more familiar with exams they would take. Thus, the students' exam performance and results could be expected to be better. Student 5 mentioned this issue in his response, as shown below:

Sample exams might be good to provide opportunities to obtain some information about what types of questions to be asked, how to study subjects, and what to be focused on specifically. This can help us familiarize ourselves with exams so that we can do our best and receive higher scores. If you know about the exam well enough, you can be more successful in the exam.

As for the fifth finding, two results were found out and were stated by 3 students which were '*determining the method of the study*' and '*decreasing exam anxiety*' respectively. The students seem to approach practice tests as a guide that might lead them throughout their process of studying for the actual tests because they thought that practice tests might make them to have assumptions on what the actual tests would probably be like. Thus, they could determine how they should study and could manage their own learning. Student 2 gave a response about the related issue, as given below:

Of course, it has an important effect on my success. Practice tests always play a role in making predictions for the real exam. They help me prepare better for the actual tests. When the predictions about the actual tests are found out to be correct, I can think that a correct study method has been applied. As a result, I become successful and this success makes me happy.

The final result, as the sixth finding, were found out to be '*support for learning*' and was stated by 2 students. Questions in practice tests might be thought to help students master subjects before they take actual exams, so their learning may be reinforced. Student 6 mentioned this issue in her response as given below:

Working on similar questions before the actual exam improves the performance in the real exam because it enables the relevant subjects to be learned and practiced in detail. This helps us to get higher grades in exams by helping us learn the subjects better.

When the results were analyzed, it was found out that before actual exams the students seem to consider applications of sample exams significantly. In addition, it could be stated that the students seem to perceive sample tests as an effective way of getting prepared for exams.

4.3.10. Interview Question 10: Please explain your opinions in detail about determining the assessment methods of the courses not only by the instructor but also together with students, or allowing the students to choose the methods.

It is aimed to find out in this question that assessment methods should be determined either by the instructor only or with the involvement of students in the planning process. Majority of the students approached positively to this question.
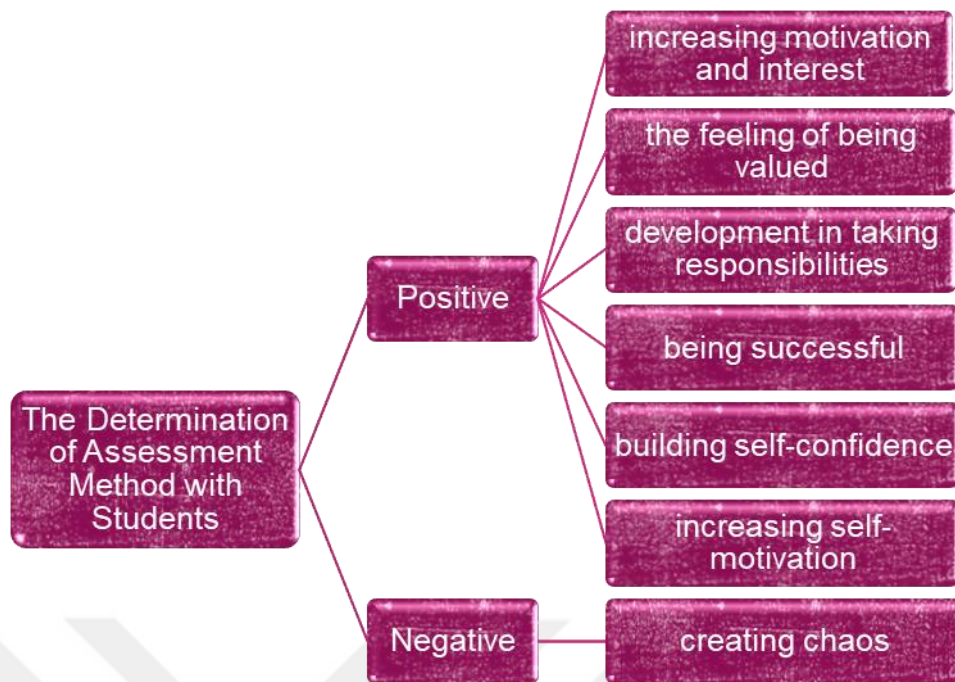
Figure 10. The determination of assessment method with students

The positive and negative effects of the methods of assessment determined with students are seen in Figure 10. Detailed explanations of these results are presented below.

The first result with the highest rate was '*increasing motivation and interest*', which was stated by 7 students. Depending on the student responses, the students seem to be willing to involve in the determination of assessment process. Thus, their level of motivation and interest towards courses may be increased. Students 3 and 13 mentioned in their responses that it had a positive effect and increased their motivation, interests and success, as shown respectively below:

> *Students' decision making together with teachers on assessment methods will have a positive effect as it will increase our motivation towards courses.*
> *It creates a positive effect. This thought attracts my attention and thus increases my success in classes.*

The second result was '*the feeling of being valued*', mentioned by 5 students. The student responses showed that they seem to feel valued and responsible for their learning because of being asked about their own preferences and opinions on assessment methods by their course instructors. Thus, this may be seen as a source of

motivation and success for the students since they might have a chance to take a responsibility in the decision of assessment together with the course instructor. Excerpts from responses of Students 1 and 8 supported this result, as respectively given below:

It makes us feel happy and valuable. It also teaches taking responsibility because we will make joint decisions together with the teacher. In addition, our interest towards the course may increase and we may succeed in exams, which also improves our self-confidence.

Considering my thoughts on course evaluation as a student makes me feel very happy, valued and respected. I think I feel more respected and valued by my teacher.

'*Development in taking responsibilities*', stated by 4 students, was the third result found out for this question. The students seem to appreciate their involvement in the process of determining the assessment methods because this seems to make them feel responsible for their courses. Students 5 and 10 mentioned this issue in their responses as given respectively below:

Deciding on the method of assessment together with the teacher makes me more responsible for the lesson because I would like to choose methods that are suitable for me and that I can be successful as my knowledge will be measured in the way of my preference.

It improves our perceptions of taking responsibility because we are not those who only listen to the teacher, take notes and take exams, and generally seem to take a passive role. On the contrary, we should become more active because we can have opportunities to express our opinions and take responsibilities.

Two results, mentioned by 3 students for each, were '*being successful*' and '*building self-confidence*', and they appeared in the fourth order. They seem to be interrelated to each other since one affects the other. For example, Student 14 thought that as taking actions together with the teacher about the course being taken motivated himself, he might develop positive attitudes towards the course, and this helped him become successful. His response was given below:

Working with my teacher on the courses will increase my motivation. My interest in courses increases and becoming successful in my courses may be easier for me.

Success was thought to increase students' *self-motivation* according to Student 12 because she believed that when students became successful, their self-motivation might increase easily, which might be considered that success and self-motivation could support each other. Student 12 response was given below:

Being asked for our idea on how we will be assessed helps me approach the course more positively. I can get more into it and keep attending the course. As my desire to study increase, I can be more successful, and this increases my self-confidence, too.

The last result, stated by 2 students, was '*creating chaos*', and it was the only negative result found out among the student responses. The students thought that some moments might happen when the common decisions regarding the determination of assessment methods could not be made due to different ideas and demands presented by everyone in the classroom. Student 11 mentioned this point in her response, as given below:

Teachers should set goals and make decisions. If students are given to make a choice, there will be chaos because every student may want something different, so acceptable joint decisions may not be made.

When we look at the results, it can be said that there seem to make contributions to the students' motivation and success. It also seems that the students could improve themselves psychologically.

4.3.11. Interview Question 11: Please explain what you think about the fact that the relevant course has an evaluation criterion, considering the success of the students not only with the grades they got from the exams, but also the learning efforts they show by the instructor who teaches the course.

The aim of this question is to investigate if evaluation criterion of students' success in a course should be planned by the instructor through focusing not only on exam scores but also on performances and efforts made by students in classes. When the student responses were analyzed, both positive and negative results were found out; however, most of the students gave positive opinions in their responses.
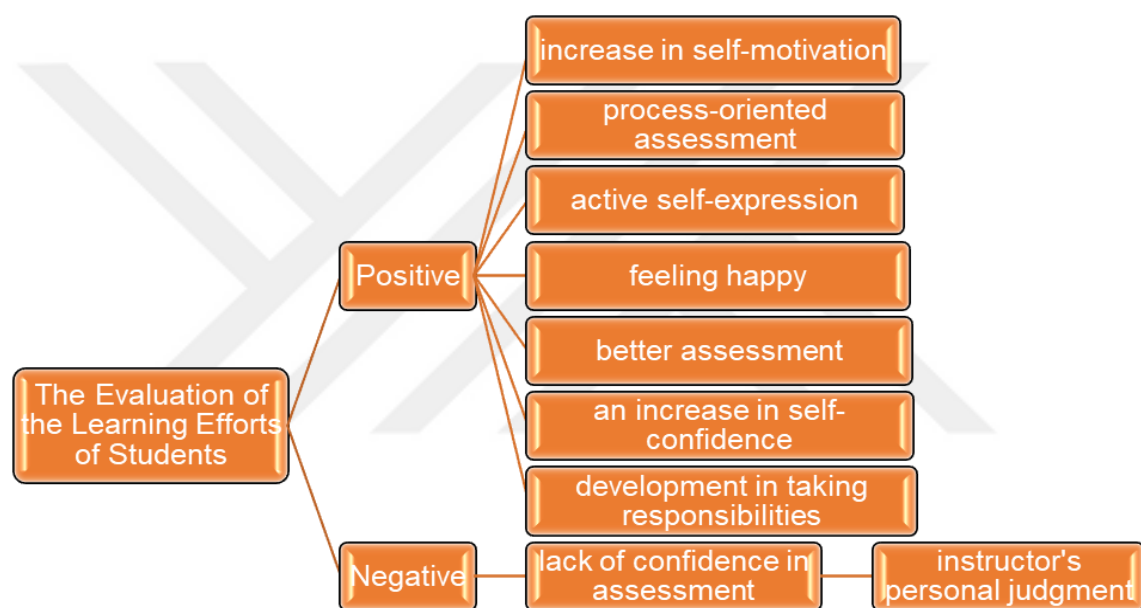
Figure 11. The evaluation of the learning efforts of students

Figure 11 shows the positive and negative effects of the evaluation of the students' learning efforts. Detailed explanations about the results in the related figure are presented below:

'*Increase in self-motivation*' was mentioned by 4 students, which was the first result. The students seem to feel appreciated and motivated by their teachers when their in-class efforts may be considered as an evaluation criterion for the assessment of the course. Student 2 expressed her opinion about this issue as given below:

> *I think it can be good. Appreciation and consideration of our efforts by the teacher motivate us and help us make more efforts and, therefore, to make rapid progress.*

The second result, mentioned by 3 students, was to be '*process-oriented assessment*', which means the instructor's consideration of the students' overall performances in classes throughout the semester as a part of a criterion for assessment of their success besides exam scores. Student 6 approached to this issue positively according to his response with relevant details as given below:

> *It is very nice that the courses might be evaluated not only by the exams we take but also by our performances in the classroom because we cannot be successful in exams all the time. Exam questions can be difficult and they try to measure our knowledge in a short time. We can get nervous, get sick, so we cannot answer questions well enough at that moment. But we always have chances to be able to attend classes while the instructor is teaching in the classroom. The instructor can see our efforts, how we study and how much interest we show towards the course.*

Another result that was found out to be '*active self-expression*' was stated by 3 students. Students seem to feel relaxed and focused when they are not only assessed through exams because what they do in classes throughout the semester contributes to their total scores which will show how successful they are in the relevant course at the end of the semester. Based on the results found out from the student responses, the students might be given several chances in which they could express themselves freely through various tasks, projects, assignments and in-class performances in every class during the semester without allowing the students to be explicitly aware of having been assessed. Thus, more reliable and valuable results could be obtained regarding student success. An excerpt from Student 8 response showed how students could be better and realistically assessed, as given below:

> *I feel anxious during exams and so I may not be able to answer exam questions in the quality and content I exactly want. However, since I express myself better in classes during the semester, I think that the evaluation of courses should include all activities and the efforts we put into courses, and this may provide more realistic results for the evaluation of our success.*

The next result, mentioned by 3 students, was discovered as '*feeling happy*'. According to the student responses, it was found that the in-class participation and performance of the students in the course were included by the instructor as a part of the evaluation criteria of the course, which positively affected the students. Thus, this might help them to be more successful in the course, which might end up with making the students feel happy, as Student 5 expressed in his response below:

> *The teacher's consideration and evaluation of our efforts in the course makes us feel happy and increases our interest and desire for the course, so this may help us better to succeed in the course.*

As for negative findings, there were two results found out, and both results were discovered in the responses of 3 students. The first negative result was found out to be '*lack of confidence in assessment*' which refers to the students' disapproval of the application of different types of criteria other than in-class exams by the instructor for measuring the success of the students in the course. Based on the student responses, exam scores were considered to be the most reliable results for evaluation since it was thought to ensure the standardization of assessment procedures for everyone in the course in order to better obtain accurate results from the students. Otherwise, the students seem to have some concerns about the reliability of the alternative assessment methods applied by the instructor and the results obtained from those other than in-class exams, as Student 13 stated in his response given below:

> *When a student prepares for the exam and gets a high grade, the student has already been making an effort. Isn't the success in exams also the outcome of an effort? Like everyone else, we, as students, have different characters and if we have already made an effort and have gotten good grades in exams, I think that evaluating our performances by looking at our in-class behavior or in-class participation and using such data in determining our success in a course will not assure to provide accurate and valid judgments and results about us. For example, I have a quiet and calm personality and do not speak much in classes. I attend my classes, listen to my instructors while they are teaching, take my notes, and study so I usually pass exams without worrying about how I look and what I am supposed to do in classes. In this case, will my silence in the classroom negatively affect my success?*

The second and last negative result, mentioned by 3 students, was found out to be '*instructor's personal judgment*' which refers to making personal, subjective judgments by the instructor about the students' performances and participation in the course for assessment purposes. In accordance with the student responses, exams were considered to provide objective measurement because every student is required to answer the same questions in exams. In this way, the instructor's evaluation was believed to be standardized for every student because answers given by the students during the exams were the only data to be evaluated. Thus, the results obtained from the exams were thought to be objective and accurate, which could exactly present the students' success in the course. However, other intangible criteria involved in assessment, such as students' in-class performances, participation, etc., were believed not to be able to make the evaluation as objective and standard as exams could do. Student 12 supported this view and stated clearly in her response that exams could provide accurate results for evaluation of student success, as given below:

> *Some students may be more active in classes, but they may not succeed in exams, or they may become successful in exams without being active participants in classes. For this reason, the teacher should not grade all the activities that we do, because it may be misleading and cause unfair results. In addition, the teacher might want to give higher marks to the students he/she likes, or there is no guarantee that hardworking students will not be considered more privileged by the teacher. I find it correct to grade and evaluate student answers given only in exams. Otherwise, I don't think it would be a reliable and valid application of assessment.*

The last three results, stated by 2 students for each, found out for this question were among the positive ones. '*Better assessment*' was one of the results discovered in the student responses. According to the student responses, it was found out that exam anxiety had negative effects on student performance and success. For this reason, it was thought that the teacher's consideration of in-class performances of students within the scope of evaluation in order not to suffer from any victimization of grading may provide better results for determining student success. Excerpt from the response of Student 4 supported the result mentioned above, as given below:

I usually have many concerns during exams and therefore I cannot answer the questions in the quality and content I want. However, since I can express myself better in classes throughout the semester, I think that the instructor should include all the activities we involve in and the efforts we put into the course, and this will probably give more accurate results for the evaluation of our success in the course.

Another result found out was to be '*an increase in self-confidence*', stated by 2 students. Depending on the student responses, student success should not be measured only through exams, and in-class participation should be taken into account by the course instructor, which was expected to positively affect student motivation. Therefore, this was believed to enable students to increase their self-confidence. The response given by the Student 9 supported the mentioned result above, as given below:

I may often not be able to show my skills in assessment through the application of exams. Therefore, if all my learning efforts are taken into account by the instructor, I may feel happier and I might not feel myself inadequate because I cannot usually perform well enough in exams, and this definitely increases my self-confidence, too.

'*Development in taking responsibilities*' was the last result found out and was mentioned by 2 students. Based on the student responses, the assessment of students other than through exams and the inclusion of in-class activities seem to increase the student interests towards the course. In this case, it may help the students develop a sense of responsibility towards the course. Thus, it may be possible to further increase the success of the students. Student 11 response could be given as an example below to support this result:

If the teacher takes our efforts in classes into consideration, it may probably increase our interest and desire for the courses. This plays an important role in developing our sense of responsibility to study. Being aware that active participation of students in classes is appreciated by the teacher will also help increase our success in the courses.

The results obtained from the students' responses showed that the students seem to think that their participation and efforts in classes could provide better and more accurate assessment results. As what they do in class may contribute to their assessment results, they would seem to pay much attention to their in-class performances during the semester. Therefore, besides better applications of assessment methods, motivation, self-confidence and sense of taking a responsibility of the students could be improved.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, the summary of the study and the discussion of the results related to the research question are discussed. It also provides recommendations for pedagogical applications and further research concerning the study.

5.2. Summary of The Study

The aim of the study is to explore the assessment preferences of the university students studying in an optional English preparatory program in a vocational school of a university in Mersin, Turkey. In addition, the reasons behind their preferences were also investigated by the researcher.

In order to find out answers to the research question, the researcher utilized both quantitative and qualitative research methods in this study. The adapted version of Assessment Preferences Inventory (API) by Büyüköztürk and Gülbahar (2008) was conducted to 14 students studying in the optional English preparatory program. The data obtained from the inventory was analyzed through Statistical Package for the Social Sciences (SPSS) so as to determine the items with a minimum mean score of 3.50 out of 5.00 in the inventory.

After the researcher identified the related items, depending on the items with minimum mean scores of 3.50 out 5.00, the qualitative method was utilized so as to find out the reasons the students had while they were answering the open-ended interview questions prepared by the researcher. The analysis of the qualitative data was carried out by determining the codes and categories based on the student responses given to the open-ended interview questions. In the following sections, the findings of this study are presented and discussed in detail based on the research question with reference to the related literature.

5.3. Discussion of The Findings

In order to seek answers to the research question, the students were given an inventory adapted by Büyüköztürk and Gülbahar (2008) for the Turkish context and

they were asked to state their own opinions by grading the items in the inventory which they felt close to. The aim of the researcher in this stage was to discover the students' preferences regarding assessment-related issues in general. Then, the students were interviewed via 11 open-ended questions prepared by the researcher so as to find out the reasons of their assessment preferences to precisely be able to come to a conclusion. The discussion of the results is presented under three sections which are the subcomponents of the research question.

5.3.1. Types of Assessment

When the data obtained from the inventory was analyzed on SPSS, it was found out that out of 5 types of assessment, which are alternative assessment, classical assessment, item format simple, item format complex and pre-assessment, the highest mean score of 4.24 out of 5.00 (see Table 1) was received by *pre-assessment* followed by *classical assessment* with a mean score of 3.57. In the third order, *item format simple* with a mean score of 3.05 appeared. The results also indicate that the students preferred *alternative assessment* and *item format complex* types of assessment the least, and the mean scores were 2.50 and 2.49 out of 5.00 respectively. According to the results obtained from the analysis of the data, the students seem to pay much attention to practices done before the application of assessment and classical assessment forms as types of assessment.

Concerning classical assessment, the results show that there is not a clear indicator for the students whether they exactly support the idea of taking tests where they are allowed to use books and course notes. They think that these types of exams might not be realistically and sufficiently effective to assess their knowledge on a subject although they could access information in resources, which might sound quite acceptable to them for the sake of passing exams. The opportunity of being able to take a look at resources available while answering questions in exams seems to be perceived against the concept of assessment by most students though there were some opposing opinions given among the student responses. Thus, they might think that exams should be taken without any supporting materials. However, exam durations seem to be considered seriously by the students. Based on the analysis of their responses given to open-ended interview questions, the students seem to be affected negatively due to the problems related to the durations of exams, which could probably make them

unsuccessful in the end. Similarly, Ben-Chaim & Zoller (1997) stated in their study that time limits in tests are regarded as a source of stress and pressure to be struggled with, so the students usually request tests with no time limits and where they are permitted to benefit from materials or sources during exams. On the contrary, no time limit for exams could not always be thought to be helpful to the students because being relaxed excessively may result in failure despite the possibility of low test anxiety for students. We can say that, if possible, teachers could provide flexibility for exam durations to help students answer all questions and finish their exams in case the given exam duration may not be enough for some students. This may not sound sensible at first and seems opposite of exam rules; however, for classroom exams, teachers can be as flexible as possible to help students reduce stress and finish their exams. Very strict rules and behaviors by teachers during exams probably seem to affect students seriously in negative ways. It could be understood from their responses given to the interview questions that under extra stress caused by teachers with strict behaviors, they could develop more negative feelings during exams, and this situation could be considered acceptable for the failure of the students.

Depending on the results in this study, open-ended tests and multiple-choice tests were found out to have been mostly preferred by the students for different reasons. It was found out that since students could have chances to be able to develop their interpretation skills while they were answering questions, open-ended tests were considered to be an effective assessment tool. That is, if a test compels the students to think deeply and to interpret on theoretical information, it can be considered that the students might be assessed through an effective assessment tool. Therefore, most of the students considered multiple-choice tests ineffective as they seem to restrict the students to make comments. However, although the students thought that open-ended tests were superior to multiple-choice tests, the students preferred multiple-choice tests more often than open-ended tests because multiple-choice tests were considered to be easier to study for and easier to take the test by the students. This result is also supported by several studies in the literature. Zeidner (1987) and Anderson (2001) stated in their study that the students demanded to have been assessed through multiple-choice tests. Zeidner (1987) also stated that the reasons why the students preferred multiple-choice tests were figured out to be easier, less complicated, more understandable and more interesting. Nevertheless, it was also mentioned by the majority of participants in the related study that open-ended tests were stated to be better than multiple-choice tests for

assessment purposes. Moreover, Birenbaum and Feldman (1998) and Traub and McRury (1990) stated in their studies that students approached multiple-choice tests positively thinking that they were easier to be dealt with, and the students probably expected to have higher test scores in the end.

Regarding pre-assessment, being informed about the details of the exam, such as the content, question types, assessment, duration and scoring, seems to have been of great interest to the students. In line with the responses given to the interview questions, when the students become aware of what is upcoming, they may feel more comfortable and can know what is supposed to be done before or during an exam. Similarly, in a previously-conducted study by Bal (2012), it was found out that the students studying in an undergraduate program demanded to be informed about the exam before the application of assessment. Based on the student responses, apart from informing the students about exams, instructors are also expected to inform about how exams will be conducted and how the students should prepare for them. In addition to this, application of practice exams was found useful to help the students get well-prepared for actual exams.

Due to the low mean scores being below 3.50 out of 5.00 in all the items related to *alternative assessment* (see Table 2) and *complex item format* (see Table 5), related items could not be involved in the preparation of the open-ended interview questions. Nevertheless, it could be inferred from the results that the students seem to be reluctant or not to have enough knowledge or experience regarding alternative assessment and complex item format. In contrast to this result in the present study, Arslan (2013) found out that the preferences of the Sports Science undergraduate students, who studied in a School of Sport Sciences and Technology, were the forms of alternative assessment and performance-based tasks in addition to multiple-choice tests as simple item format.

5.3.2. Examiner Focus While Assessing

After the data obtained from the inventory was analyzed on SPSS, it was found out that *cognitive process* received a mean score of 2.81 and *student responsibility* received a mean score of 3.43 out of 5.00 in the descriptive statistics (see Table 7). All the items concerning *cognitive process* received mean scores below 3.50 out 5.00, so relevant items in the related subscale were not included in the preparation process of the open-ended interview questions (see Table 8). The items under the subscale of the

cognitive process are related to high-order cognitive questions, which means the requirements of students' manipulations of some of the information learned previously to assist in creating answers to evidence inferred logically. Questions of these types are generally open-ended, interpretive, evaluative, inquiry-based, inferential and synthesis-based. According to the results obtained from the student responses given to the open-ended interview questions, the students preferred multiple-choice tests, which are generally believed to consist of question types at a lower cognitive level, such as remembering and understanding, more than open-ended tests because of having been considered to be easier to take and answer, uncomplicated and less compelling, as Zeidner (1987) and Anderson (2001); Birenbaum and Feldman (1998); and Traub and McRury (1990) stated in their studies in the related literature. Thus, the items with regards to high-order cognitive questions in Table 8 could result in having low mean scores, and another assumption might also be the lack of enough amount of knowledge and experience related to high-order cognitive questions in exams in the students' earlier school years. These inferences may be helpful in understanding the reasons for the students' low preferences regarding items of cognitive process. However, for *student responsibility*, there are 4 items with mean scores being higher than 3.50 out of 5.00 in the descriptive statistics of the relevant subscale (see Table 9), which shows where the students mostly focused on with their preferences.

According to the student responses given to the interview questions related to *student responsibility*, the students seem willing to take responsibilities and actions during various stages of assessment. In addition, students seem to demand to play a role in choosing the assessment method and the types of questions. Likewise, in the related literature, a study carried out by Sultan (2013) was interested in figuring out assessment preferences of medicine students, and one of the results of the study indicated that the students could be more successful when they were assessed in line with their own preferences.

In the present study, it was also found out that the students want their interests and efforts that they have shown in classes throughout a semester are evaluated as part of their grades. Some students appear to search for the opportunity to take part in setting demands or standards for the assessment of their achievements. In view of this, assessment can be considered a good opportunity both to actively include the students in the teaching and learning process and to help increase their motivation and success in the courses. Birenbaum and Gutvirtz (1995) and Cohen (1995) investigated the relations

between the students' preferences of assessment types, their motivation and learning strategies, and as the result of the study, significant connections were discovered between the variables. Moreover, in another study conducted by Birenbaum (1997), she worked on the connection between learning strategies of students, orientations and their preferences of assessment, and she found out that learning strategies and orientations could shape the students' assessment preferences. Thus, students' exam performances were observed to have been affected by the assessment preferences of the students.

5.3.3. Grading

The descriptive analysis of the data on SPSS indicated that *grading* received a mean score of 3.00 out of 5.00 (see Chapter 4.2.3). Item 54 is the only item with a mean score of above 3.50 about the related subscale (see Table 10). When the student responses were analyzed, it was found that their efforts shown in classes throughout the semester were demanded to be involved in the assessment. The students think that being assessed and graded through only exams could not exactly be good indicators of their success.

Depending on the student responses, exams were perceived to be able to measure performances of the students shown during a specific time period, which may not be certainly accepted to describe the reality. Thus, student process in a course should also be involved in assessment for better and more accurate measurement about the students, as already mentioned in the student responses given to the interview questions. This may take place through some forms of alternative assessment conducted by teachers. The students should be informed to make them be aware of how their process in courses might be assessed by their teachers. The study carried out by Arslan (2013) could be given as a sample where the students preferred alternative assessment methods and performance-based tasks or skills apart from multiple-choice tests as a form of classical assessment.

However, in the present study, alternative assessment methods surprisingly appeared to have a seriously low mean score of 2.50 out 5.00, as already mentioned before (see Table 1). Student process could be mostly assessed via alternative methods of assessment; therefore, items concerning alternative assessment were expected to have higher mean scores. However, none of the items about alternative assessment received a mean score above 3.50 out of 5.00 in the descriptive statistics conducted on SPSS (see

Table 2). This might result from the students' being unaware of alternative assessment due to the lack of having experience related to alternative assessment in their early school years. Therefore, it may seem unfamiliar to them now in order to consider as a preference for assessment.

5.4. Pedagogical Implementations of The Study

It is well-known to educational institutions and teachers that in the process of teaching and learning individual differences possess an important role. In such situations, it would be unrealistic to expect that the assessment process, which is an inseparable element of education, would be different. Not surprisingly, every student has different expectations, thoughts and feelings about assessment just as every student differs individually in their learning.

When taking a look at the assessment preferences of the students studying in the optional English preparatory program, it was found out that students mainly preferred simple items, such as multiple-choice tests, question types at a lower cognitive level, like remembering and understanding and practices regarding pre-assessment, such as being informed about tests, involvement in assessment planning, etc. Tests without strict time limits were also favored among the students owing to test anxiety and unsatisfactory test performance under stress. In addition, in accordance with the results, informing students about the length of exams may give them the opportunity to prepare themselves to feel ready for the exams.

While teachers keep the application of classic assessment types for assessing students, it may be recommended to include alternative assessment types to create opportunities where students' efforts, participation and learning process, in other words the students' progressive improvement over time, can be assessed throughout a semester. As already mentioned in the student responses, teachers should keep in mind that classic, time-limited assessment types could be a significant cause for students to develop negative, undesirable psychological experiences, such as anxiety and feeling of failure, etc.; thus, alternative assessment types may be considered to help teachers by playing an important role in decreasing students' anxiety and assessing the whole-semester performances of the students to be able to carry out better and more accurate assessment and evaluation practices.

In terms of pre-assessment and the application of exams, the results obtained from the students' responses given to the interview questions can provide teachers with assistance to relieve students before exams. Almost all the students in the study wanted to have prior information about tests. Having information on some important details about exams beforehand, such as content, question types, assessment, duration and scoring, was stated in the student responses to be able to help the students feel more comfortable before taking exams. Teachers should be sensitive to this if they consider how their students can feel more comfortable during exams. First, teachers had better make sure that they know exactly what their exams cover and what kinds of questions are to be included in the exams. It should be the teacher's responsibility to get the students familiarized with the types of test questions if the students are not used to the types of questions in the exams.

When considering roles and responsibilities in the assessment process, the students wanted their participation, attendance and effort to be included in the assessment. It can be stated that an exam might be still kept as an exam, which means that students may not be allowed to participate in the preparation of any type of questions; however, students may be allowed to suggest question types so that they can feel more comfortable with the exam. As long as question types can meet the requirements of the course being taught, these student-recommended questions can be put in exams to both include them in the assessment process and to prevent any test-related psychological problems the students may go through before and during exams.

Another issue that might be useful to suggest teachers is that if any items considered undesirable or unfamiliar to the students are thought to be included in the exams, teachers should practice these item types in classes through practice tests both to familiarize the students with the new item types and to help them decrease probable anxiety that might be experienced in the exam. According to the results of the study, multiple-choice tests and open-ended tests were seen to be preferred quite often. This could be the results of the general tendency to prefer simple item types among students, as Traub and McRury (1990) discussed in their study, and the students' unfamiliarity with some types of items, such as complex item types or alternative assessment types, performance-based tasks, etc. Therefore, teachers should introduce new item types, regardless of the level of difficulty, to students and do sufficient amount of practice in advance to be able to safely and accurately use them in tests. All in all, it may be recommended that teachers may integrate students' assessment types, question types,

test-taking and grading preferences into the whole teaching process during the semester to help the students have better performances and results.

5.5. Recommendations for Further Research

The study investigated only the assessment preferences of the students in the optional English preparatory program, which was a single classroom in the vocational school. The inclusion of other variables, such as learning preferences, student motivation, learning strategies, or students' test anxiety, could enrich the data and be more beneficial for coming up with more general and detailed conclusions between the variables regarding learning preferences and assessment preferences of students, as conducted in other studies in the literature by Birenbaum and Gutvirtz (1995); Cohen (1995) and Birenbaum (1997).

5.6. Limitations of The Study

This study deals with students from an optional English preparatory program in a vocational school of a university in Turkey. This study has a very limited sample of 14 students. Since this study was limited to a sample from a single classroom in a vocational school of a university in Turkey, including a larger sample of students from the whole school, where this study was carried out, or other universities would produce more general results. Besides, the location of the vocational school is in a small city in the southern part of Turkey. The sample size and the location of the school might also make the results harder to generalize, and the results also include students' self-reported data.

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7. APPENDICES

Appendix 1. Ethics Committee Approval

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Onur SARIEL
ÖĞRENCİ NO	20178066
TEL. NO.	
E - MAİL	
ANA BİLİM DALI	İngilz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - GÜZ / BAHAR DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Bu çalışmada öğrencilerin değerlendirme tercihleri araştırılacak ve tercihlerine göre hazırlanan sınavlardaki başarılarının incelenmesi üzerine bir araştırma yapılacaktır.
TEZİN AMACI	Bu çalışmanın temel amacı, dil öğrenenlerin, değerlendirme biçimlerine ilişkin düşüncelerini, duygularını ve isteklerini belirlemektir. Öğrencilerin bakış açılarıyla, meslek yüksekokulunda kullanılan değerlendirme türleri ile ilgili öğrencilerin tercihlerinin araştırılması ve tercihlerine göre hazırlanan sınavlardaki başarı durumlarının incelenmesi amaçlanmaktadır. Bu çalışma ile nihai amaç, ilgili uyarlamaları önermek ve meslek yüksekokulunun sınav uygulamalarındaki gelişime katkıda bulunmaktır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, isteğe bağlı İngilizce hazırlık sınıfı öğrencilerinin değerlendirme tercihlerini ve sınavlardaki başarılarını ve bu iki bağımlı değişken arasında bir ilişki olup olmadığını tespit etmeyi amaçlamaktadır. Bir devlet üniversitesinin meslek yüksekokulunda isteğe bağlı İngilizce hazırlık sınıfında okuyan 15 turizm bölümü öğrencisi çalışmaya katılacaktır. Veriler, değerlendirme tercihleriyle ilgili olarak öğrenciler için maddelerden oluşan tek bir anket ile toplanacaktır. Araştırmanın sorularına cevap bulmak için Birenbaum (1994) tarafından geliştirilen Değerlendirme Tercihleri Envanteri (API) kullanılacaktır. Katılımcıların orijinal anketteki maddeleri anlayıp ve cevaplayabilecek kadar yeterli İngilizce seviyesine sahip olmamalarından dolayı, orijinal anketin Türkiye için Gülbahar ve Büyüköztürk (2008) tarafından düzenlenen uyarlanmış hali kullanılacaktır. Temel araştırma aracı olarak kullanılacak anket, şu anda okudukları meslek okulunun değerlendirme uygulamaları ile ilgili öğrencilerin farklı tercihlerini belirleyen 80 maddeyi içermektedir. Bu çalışmada SPSS analizi ile nicel bir yöntem kullanılacaktır. Anket yoluyla toplanacak veriler, tanımlayıcı istatistiklerini, güvenilirlik tahminlerini, korelasyon ve regresyon analizlerini analiz etmek için SPSS Versiyon 22.0 kullanılarak işlenecektir. Tüm cevaplar için tanımlayıcı analizler yapılacak ve bilgisayar analizine girilecektir. Verilerin yüzdeleri, ortalamaları ve sıklıkları hesaplanacaktır. Bu araştırmanın katılımcıları olan öğrencilerin, tercihlerine göre hazırlanacak sınavlarda yüksek düzeyde başarı göstermeleri beklenmektedir. Bu çalışmanın sonuçlarının meslek yüksekokulunun sınav uygulamalarının geliştirilmesine katkıda bulunması tahmin edilmektedir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Mersin Üniversitesi Anamur Meslek Yüksekokulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Mersin Üniversitesi Anamur Meslek Yüksekokulu, Anamur/MERSİN
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Mersin Üniversitesi Anamur Meslek Yüksekokulu'nda isteğe bağlı İngilizce hazırlık sınıfında İngilizce dil eğitimi alan Turizm ve Otel İşletmeciliği, Turizm ve Seyahat Hizmetleri ve Aşçılık bölümlerinde okuyacak olan öğrencilere anket uygulanarak ölçme ve değerlendirme tercihleri saptanacak ve beyan edilen tercihler doğrultusunda hazırlanan sınavlardaki başarı düzeylerinin incelenmesi üzerine bir çalışma yürütülecektir.

UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Birenbaum (1994) Değerlendirme Tercihleri Envanteri (API)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Birenbaum (1994) Değerlendirme Tercihleri Envanteri (API) (2) Sayfa

ÖĞRENCİNİN ADI - SOYADI: Onur SARIEL	ÖĞRENCİNİN İMZASI: Enstitüde Kalan Aslı İmzalıdır. TARİH: 26 / 11 / 2019	TARİH: .... / ... / 20...

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu İngiliz dili eğitimi faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı : Prof. Dr.	Unvanı:	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.
İmzası : Enstitüde Kalan Aslı İmzalıdır.	İmzası:	İmzası: Enstitüde Kalan Aslı İmzalıdır.	İmzası: Enstitüde Kalan Aslı İmzalıdır.
... / .... / 20....	.... / .... / 20....	...... / .... / 20......	.... / .... / 20....

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: ....
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : ....
İmzası : Enstitüde Kalan Aslı İmzalıdır.	İmzası :	İmzası : Enstitüde Kalan Aslı İmzalıdır.	İmzası : Enstitüde Kalan Aslı İmzalıdır.	İmzası :	İmzası : ....
...... / ..... / 20.....	...... / .... / 20.....	... / ..... / 20.....	..... / ..... / 20.....	... / ..... / 20.....	...... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Yedek Üyesi

OY BİRLİĞİ İLE ◯	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 26 / 11 / 2019 - 10 / 01 / 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE Ⓧ	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.

Appendix 2. Assessment Preferences Inventory (API)

Sevgili öğrenciler,

Bu anket sizin değerlendirme tercihlerinizi belirlemek amacı ile uygulanmaktadır. Bu nedenle ankette bulunan her bir madde için tercihlerinizi yansıtacak en yakın derecenin bulunduğu kutucuğa çarpı (**X**) koyarak işaretleyiniz. Derslerinizin sınavları bu ankette belirteceğiniz değerlendirme tercihlerinizin doğrultusunda hazırlanıp, uygulanacağı için kendinize en yakın derecelendirmeyi işaretlemeniz oldukça önemlidir. Lütfen bu konuda duyarlı olmanızı rica ederim. Göstermiş olduğunuz katkıdan dolayı teşekkür ederim.

Öğr. Gör. Onur SARIEL

Derecelendirme Düzeyleri				
1: Asla	2: Nadiren	3: Kararsızım	4: Genellikle	5: Her zaman

DEĞERLENDİRME TERCİH ANKETİ

Bir dersteki başarınız değerlendirilirken aşağıdaki yöntemlerin her birinin ne düzeyde kullanılmasını istersiniz?	1	2	3	4	5
1. Yazılı test (klasik sınav) (kitap ve ders notları açık)					
2. Yazılı test (klasik sınav) (kitap ve ders notları kapalı, süre sınırlı)					
3. Yazılı test (klasik sınav) (kitap ve ders notları açık, süre sınırlı)					
4. Yazılı test (klasik sınav) (kitap ve ders notları açık, süre sınırsız)					
5. Bireysel sözlü sınav (kitap ve ders notları kapalı)					
6. Bireysel sözlü sınav - sorular sınav başlamadan yarım saat önce verilir (kitap ve ders notları kapalı)					
7. Bireysel sözlü sınav - sorular sınav başlamadan yarım saat önce verilir (kitap ve ders notları açık)					
8. Sözlü sınav – Öğretmenin her bir öğrencinin katkısını gözlemlediği grup tartışmaları şeklinde					
9. Ev Ödevleri					
10. Makaleler/Raporlar					
11. Bireysel Sunumlar (Poster, slayt vb. kullanarak)					
12. Grup halinde Sunumlar (Poster, slayt vb. kullanarak)					
13. Projeler					
14. Ürün dosyaları (portfolyo - bitmiş veya devam eden çalışmaların toplanması ile oluşan dosya)					
15. Elektronik Ürün dosyaları (e-portfolyo - çalışmaların elektronik olarak saklanması)					
16. Drama/Gösteri					
17. Gözlem					
18. Kendi kendini değerlendirme					
19. Akran/Grup değerlendirme					
20. Tamamlama (boşluk doldurma) soruları					
21. Eşleştirme soruları					
22. Doğru-Yanlış türünde sorular					
23. Çoktan seçmeli sorular (Test)					
24. Kavram haritaları					
25. Kısa-yanıtlı açık-uçlu sorular (kısa yanıtlı klasik sınav)					
26. Uzun-yanıtlı açık-uçlu sorular (uzun yanıtlı klasik sınav)					
27. Ders süresince yapılan uygulamalara benzer uygulamalar					
28. Performansa dayalı işlemler/beceriler (alanında uzman birisi tarafından gösterilmiş örneklere benzer şekilde)					
29. Gerçek hayattaki olay ve durumlara benzer işlemler/beceriler					
30. Tek bir doğru yanıtı olan basit işlemler/beceriler					

	1	2	3	4	5
31. Birden fazla olası yanıtı olan karmaşık işlemler/beceriler					
32. Her bir adımı öğretmen tarafından yönlendirilen detaylı işlemler/beceriler					
33. Bilgi düzeyinde sorular (öğretim içeriğine ilişkin)					
34. Kavrama düzeyinde sorular (öğretmen tarafından öğretilen içeriğe ilişkin)					
35. Öğrenilen içeriğin yeni durumlara uygulanmasını gerektiren sorular (uygulama düzeyi)					
36. Örnekler sunulmasını gerektiren sorular					
37. Farklı kavram ve fikirlerin karşılaştırılmasını gerektiren sorular					
38. Analiz ve yorumlama gerektiren sorular					
39. Sonuç çıkarmayı gerektiren sorular					
40. Öğrenilen tüm konular arasındaki ilişkilerin genel bir özetini sunmayı gerektiren sorular					
41. Yaratıcılık ve hayal gücü gerektiren sorular					
42. Kişisel açıklama ve fikir sunmayı gerektiren sorular					
43. Kritik düşünme gerektiren sorular					
44. Başkalarının fikir ve çözümlerinin değerlendirilmesi istenen sorular					
45. Bilimsel araştırma gerektiren sorular					
46. Problem çözme becerisi gerektiren sorular					
Öğretmeninizin aşağıdaki olayları ne düzeyde gerçekleştirmesini istersiniz?					
47. Dersin başında, başarı düzeyinizin ne şekilde değerlendirileceğine dair detaylı bir açıklama yapması					
48. Testin kapsamını netleştirmesi ve nasıl hazırlanılması gerektiğini açıklaması					
49. Testten önce, testte çıkabilecek sorulara benzer sorular vermesi					
50. Test sorularını içerisinden seçeceği bir liste vermesi					
51. Test sorularını öğrencilere hazırlatması					
52. Her öğrencinin kendi sorusunu hazırlamasına izin vermesi					
53. Değerlendirme gereksinimlerine öğrencilerle birlikte karar vermesi					
54. Sadece ortaya çıkan ürünü değil, süreçde değerlendiriyor olması					
55. Değerlendirme ve öğrenme sürecinin tartışıldığı bilgilendirme toplantıları yapması					
56. Dersteki başarılarınızı ve kendinizi değerlendirme etkinliklerini de dikkate almasını					
57. Hangi yöntem(ler)le değerlendirileceğiniz konusunda seçme özgürlüğü tanıması					
58. Notunuzun bir parçası olarak sınıf-içi tartışmalara katılımınızı dikkate alması					
59. Notunuzun bir parçası olarak ödev ve uygulamaları dikkate alması					
60. Notunuzun bir parçası olarak derse olan ilginizi dikkate alması					
61. Notunuzun bir parçası olarak öğrenmek için harcadığınız çabayı dikkate alması					
62. Grup olarak proje çalışmaları yürütmenize izin vermesi					
63. Dersin sonunda her bir sınav sorusuna ilişkin istatistiksel bilgi sunması					
64. Testleri bilgisayar üzerinden alma olanağı vermesi (online testler)					
65. Değerlendirme yaparken "Dereceleme Ölçekleri" (rubrik) kullanması					
66. Değerlendirme amaçlı bireysel "Görüşmeler" yapması					
Siz, aşağıdaki olayların ne düzeyde gerçekleşmesini istersiniz?					
67. Sınav sorularının basitten zora doğru sıralanmış bir şekilde hazırlanması					
68. Sınav sorularının içerikte yer alan konu akışına göre hazırlanması					
69. Dönem boyunca birkaç tane quiz (küçük sınav) yapılması					
70. Akademik başarınızın farklı değerlendirme yöntemleri ile belirlenmesi					
71. Kendi tercih ettiğiniz değerlendirme yöntemini seçebilme hakkının tanınması					
72. Değerlendirme etkinliklerinin bir bölümünün akran değerlendirme sonuçlarını kapsaması					
73. Başarı değerlendirme için gerekli standartların/isteklerin oluşturulması sürecine katılım için bir şans verilmesi					
74. Çalışma sonuçlarının detaylı ve iyi tanımlanmış kriterlere göre değerlendirilmesi					
75. Çalışmaların iki farklı öğretmen tarafından değerlendirilerek ortak bir sonuç belirlenmesi					
76. Notun ders süresince gözlenen kişisel ilerlemeye göre verilmesi					
77. Notun derse katılan diğer öğrencilerin başarılarına göre verilmesi					
78. Notun, konunun ne düzeyde öğrenildiğini mutlak olarak yansıtması					
79. Ders sonucunda tek bir not değil, her farklı konu için başarı profilini görebilme					
80. Çalışma veya sınav sonucuna ilişkin detaylı dönüt alabilme					

Appendix 3. Turkish Interview Questions

1. Sınavlarda kitap ve kaynak kullanımının serbest olması, öğrencilerin sınav performansları üzerine ne tür etkilerinin olacağını nedenleri ile açıklayınız.

2. Sınavlarda soruların cevaplandırılması için verilen sınav süresi sınav performansınızı nasıl etkiler?

3. Sınavlarda soruları cevaplamak için belirli bir süre kısıtlamasının olmaması, sınav performansınızı nasıl etkileyeceğini nedenleri ile açıklayınız.

4. Sınavlarda genellikle tercih edilen açık uçlu (klasik sınavlar) sorular, öğrencilerin bilgilerinin ölçülmesi için etkili bir yöntem midir? Nedenlerinizi belirterek açıklayınız.

5. Sınavlarda yaygın olarak kullanılan çoktan seçmeli sorular (test sınavları), öğrencilerin bilgilerinin ölçülmesi için etkili bir yöntem midir? Nedenlerinizi belirterek açıklayınız.

6. Aldığınız derslerinizin sınav türünü seçme hakkına sahip olsanız, açık uçlu (klasik) mu ya da çoktan seçmeli (test) soru türlerinden oluşan sınavı mı seçerdiniz? Nedenlerinizi belirterek açıklayınız.

7. Dersi veren öğretim elemanı tarafından ilgili dersin değerlendirme yöntemi hakkında bilgi verilmesi, sizce öğrenciler açısından ne tür öneme sahiptir? Nedenlerinizi belirterek açıklayınız.

8. Dersi veren öğretim elemanı tarafından sınavların nasıl yapılacağının ve sınavlara hazırlanma şeklinin açıklanması, dersi alan öğrenciler olarak sizce ne kadar oranda gerekli olduğunu nedenlerinizi belirterek açıklayınız.

9. Gerçek sınavı yansıtacak şekilde örnek sınavlar ile çalışmalar yapılması, gerçek sınavda göstereceğiniz performansınız ve sınav sonunda elde edeceğiniz başarı durumunuz üzerinde, herhangi bir şekilde etkisinin olacağını mı veya olmayacağını mı düşünüyorsunuz? Nedenlerinizi belirterek açıklayınız.

10. Aldığınız derslerin değerlendirme yöntemine sadece öğretim elemanı tarafından değil de, öğrencilerle birlikte karar verilmesi veya öğrenciye seçme hakkının tanınması konusundaki görüşlerinizi detaylandırarak belirtiniz.

11. Öğrencilerin başarısı sadece sınavlardan aldıkları notlar ile değil, aynı zamanda gösterdikleri öğrenme çabaları da dersi veren öğretim elemanı tarafından dikkate alınarak, ilgili dersin bir değerlendirme kriteri olması hakkındaki görüşünüzü nedenleriniz ile açıklayınız.

English Interview Questions

1. Please explain what effects using books and resources in exams have on your performance during exams.

2. How does exam duration given to answer questions affect your performance during exams?

3. Please explain how the lack of time limit for answering questions in exams affect your performance during exams.

4. Please explain whether open-ended questions are an effective way of assessing students' knowledge.

5. Please explain whether multiple-choice questions are an effective way of assessing students' knowledge.

6. If you had a chance to choose the type of tests of the courses you are taking, please explain whether you would choose open-ended tests or multiple-choice tests.

7. Please explain how important it is for students to be informed about the assessment method of a course by the instructor conducting the course.

8. Please explain how important it is for students taking the course to be informed about how exams will be carried out, and the way of preparing for exams by the instructor conducting the course.

9. Please explain whether you think there will be an effect on your performance in the real exam and on the result to be obtained after the exam when the practice is done with sample exams that reflect the reality.

10. Please explain your opinions in detail about determining the assessment methods of the courses not only by the instructor but also together with students, or allowing the students to choose the methods.

11. Please explain what you think about the fact that the relevant course has an evaluation criterion, considering the success of the students not only with the grades they got from the exams, but also the learning efforts they show by the instructor who teaches the course.

Appendix 4. Turkish Consent Form

Sayın katılımcı,

Elinizdeki form, Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalında yürütülen bir yüksek lisans tezine veri toplamak için hazırlanmıştır. Çalışmanın amacı, sizin sınavlarla ilgili değerlendirme tercihlerinizi belirlemektir. Sorulara vereceğiniz cevaplar çalışmanın amacına ulaşması açısından son derece önemlidir. Vermiş olduğunuz bilgiler mutlak surette gizli tutulacak ve sadece akademik amaçla kullanılacaktır. Bu nedenle isim, adres gibi kişisel bilgileriniz kesinlikle sorulmamaktadır. Katılım gönüllülük esasına tabidir. Çalışmaya verdiğiniz destek ve ayırdığınız zaman için teşekkür eder saygılar sunarız.

İmza: _____

Onur SARIEL
E-posta:

English Consent Form

Dear participant,

The form in your hand has been prepared to collect data for a master's thesis conducted at the Department of English Language Teaching at Çağ University Institute of Social Sciences. The purpose of the study is to determine your assessment preferences regarding exams. Your answers to the questions are extremely important in terms of achieving the purpose of the study. The information you provide will be kept strictly confidential and will be used for academic purposes only. For this reason, your personal information, such as name and address, is never asked. Participation is on a voluntary basis. We would like to thank you for the support you have given to the study and for your time.

Signature: _____

Onur SARIEL
E-mail:

Appendix 5. Permission Request Form of Çağ University

**T.C.
ÇAĞ ÜNİVERSİTESİ**
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1246 — 848   26.11.2019
KONU: Tez Anket İzni Hakkında

MERSİN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178066 numaralı) **Onur SARIEL, "A study on students' assesment preferences and their success in tests "** konulu tez çalışmasını Üniversitemiz öğretim elemanı Prof. Dr. Şehnaz ŞAHİNKARAKAŞ danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Mersin Üniversitesine bağlı Anamur Meslek Yüksekokulu'nda isteğe bağlı İngilizce hazırlık sınıfında İngilizce dil eğitimi alan Turizm ve Otel İşletmeciliği, Turizm ve Seyehat Hizmetleri ve Aşçılık bölümlerinde eğitim görmekte olan öğrencileri kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Enstitüde Kalan Aslı İmzalıdır.
Prof. Dr. Ünal AY
Rektör

EKLERİ: İki sayfa tez anket formları ile iki sayfa tez etik kurul izin formunun fotokopileri.

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Appendix 6. Permission Form of Mersin University

T.C.
MERSİN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Anamur Meslek Yüksekokulu Müdürlüğü

Sayı   :   E-56343085-302.14.04-1700356   12.07.2021
Konu   :   Tez Anket İzni Hakkında

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi (20178066 numaralı) Onur SARIEL'in "A study on student preferences and their success in tests" konulu, Prof. Dr. Şehnaz ŞAHİNKARAKAŞ danışmanlığında yürütülen tez çalışması kapsamında; yüksekokulumuzda isteğe bağlı İngilizce hazırlık sınıfında İngilizce dil eğitimi alan Turizm ve Otel İşletmeciliği, Turizm ve Seyahat Hizmetleri ve Aşçılık bölümlerinde eğitim görmekte olan öğrencileri kapsamak üzere anket yapması için gerekli izin verilmiştir.

Bilgilerinize sunarım.

Öğr. Gör. Gürkan TEMİZ
Müdür