

To the memory of my beloved father, Kemal Gökhan, who was always an
excellent model of love, respect, and honesty to me.



ATTITUDES OF TEACHERS AND STUDENTS TOWARDS THE
ASSESSMENT SYSTEM AT HACETTEPE UNIVERSITY BASIC ENGLISH
DIVISION AND THEIR OPINIONS ABOUT ALTERNATIVE METHODS OF
ASSESSMENT

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The Institute of Economics and Social Sciences
of
Bilkent University

by

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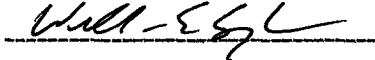
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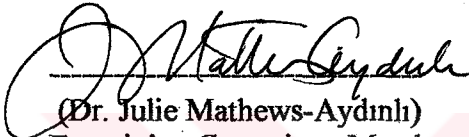
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I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.



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ABSTRACT

ATTITUDES OF TEACHERS AND STUDENTS TOWARDS THE ASSESSMENT SYSTEM AT HACETTEPE UNIVERSITY BASIC ENGLISH DIVISION AND THEIR OPINIONS ABOUT ALTERNATIVE METHODS OF ASSESSMENT

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July 2004

This study explored the attitudes of teachers and students at Hacettepe University Basic English Division towards the assessment system currently used in the institution. The study also investigated teachers' and students' opinions about their involvement in the assessment process and about the use of alternative forms of assessment.

The study was conducted with 50 teachers and 120 students in the Basic English Division. Data were collected through a four-part questionnaire using Likert Scale, closed response and open response items.

The results of the data analysis revealed that, overall, teachers and students find the assessment system satisfactory in itself; however, the present system has weaknesses as well as strengths. This emphasizes the importance of supplementing the weak points with alternative forms of assessment and using multiple assessment methods to obtain more effective results. The results revealed that teachers and students would like to be involved in the assessment process through the use of alternative assessment whose administration and evaluation are carried out in the classroom by teachers and students themselves. Students would also like to be involved in the assessment process by giving their opinions about tests and test tasks. However, teachers and students will need to be trained on the assessment instruments they do not have enough information about.

ÖZET

ÖĞRETMEN VE ÖĞRENCİLERİN HACETTEPE ÜNİVERSİTESİ TEMEL İNGİLİZCE BİRİMİNDE KULLANILAN SINAV SİSTEMİNE KARŞI TUTUMLARI VE ALTERNATİF DEĞERLENDİRME YÖNTEMLERİNİN KULLANIMI KONUSUNDAKİ DÜŞÜNCELERİ

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Bu çalışma Hacettepe Üniversitesi Temel İngilizce Birimindeki öğretmen ve öğrencilerin kurumda şu anda kullanılmakta olan öğrenci değerlendirme sistemine karşı tutumlarını araştırmak amacıyla yapılmıştır. Çalışma aynı zamanda öğretmen ve öğrencilerin sınav sürecine dahil olma konusundaki ve alternatif değerlendirme yöntemlerinin kullanılması konusundaki düşüncelerini öğrenmek amacını taşımaktadır.

Çalışma Temel İngilizce Birimindeki 50 öğretmen ve 120 öğrenci ile yürütülmüştür. Çalışma ile ilgili veriler, dört bölümden oluşan ve Likert ölçeği ile kapalı ve açık yanıt türünde sorular içeren bir anket aracılığı ile toplanmıştır.

Verilerin incelenmesi sonucunda, öğretmen ve öğrencilerin sınav sisteminden genel olarak memnun oldukları, fakat şu anda kullanılmakta olan sistemin, faydalarının yanısıra yetersizliklerinin de olduğu ortaya çıkmıştır. Bu durum, mevcut sınavların yetersizliklerinin alternatif sınav yöntemleriyle desteklenmesinin ve daha etkin sonuçlar elde etmek için farklı sınav yöntemlerinin birarada kullanılmasının önemini vurgulamaktadır. Elde edilen sonuçlar da öğretmen ve öğrencilerin, uygulaması ile değerlendirmesi bizzat öğretmen ve öğrenciler tarafından sınıfta yapılan alternatif sınav yöntemlerinin kullanımı ile sınav sürecine dahil olmak istediklerini ortaya çıkarmıştır. Öğrenciler ayrıca, sınavlar ve sınav soruları hakkında fikirlerinin sorulması ile sürece dahil olmak istemektedirler. Elde edilen sonuçlara göre, öğretmen ve öğrenciler yeterince bilgi sahibi olmadıkları sınav yöntemleri konusunda da eğitime ihtiyacı duymaktadırlar.

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CHAPTER I

Introduction

In large institutions where students are assessed only by language tests prepared by a separate testing unit, class teachers and students rarely have any input into the assessment system. These individuals are important parts of the assessment process as test users and test takers, but until the day they are given the tests, they remain outside the assessment process. In addition, teachers and students are in close contact with each other every day in a teaching-learning environment, and thus, teachers are the best observers of their students' performance and progress. Nevertheless, in these contexts, teachers are left dependent on language tests prepared by other people in order to evaluate their own students. The aim of this study is to reveal the attitudes of the teachers and the students of Hacettepe University Basic English Division towards the current assessment system in the institution. The study also aims to learn the ideas of teachers and students about their involvement in the assessment process and about using alternative forms of assessment together with tests.

Background of the Study

As Allan (1999) states, assessment and testing "...have many shared characteristics and areas of overlap, but they are not the same thing" (p.19). Assessment is used as a broader term to refer to a variety of means of evaluating a student's performance and progress, such as individual and group projects, assignments, portfolios, self and peer assessment, as well as language tests (Allan,

1999; Brown, 1998; Ekbatani & Pierson, 2000; Heaton, 1990; O'Malley & Pierce, 1996).

Alternative assessment methods have been developed as a reaction to standardized tests because it is believed, in conjunction with changing theories in language teaching, the methods of assessment should also be improved.

Alternative assessment is believed to be in line with learner-centred language teaching, to help students to learn through assessment, and to provide teachers and students with meaningful feedback (Allan, 1999; Brown, 1998; Ekbatani & Pierson, 2000; Gipps & Murphy, 1994; Huerta-Macias, 1995; O'Malley & Pierce, 1996). However, there are also supporters of traditional, standardized tests. Since testing has a longer history than alternative assessment, it is believed to be a more valid and reliable form of assessment (Allan, 1999; Bachman, 1991; Brown & Hudson, 1998; Genesee, 2001; O'Malley & Pierce, 1996).

In many educational institutions, students are assessed only by means of tests. Bachman (1994), Brown (1995), and Davies (1990) agree on the central role of testing in language teaching programs. Brown considers the development of testing instruments "...a natural next step in curriculum design after establishing the program objectives" (p.108). Bachman draws our attention to the outcomes of tests including the effects on teachers and students.

According to Davies (1990), the effect of tests on teaching is strong and is usually negative. He calls this negative influence 'washback'. However, Brown and Hudson (1998), Hughes (1989) and Mc Namara (2000) claim that washback effects can be either negative or positive. Hamp-Lyons (1997) makes a distinction between the terms 'washback' and 'impact'. She explains that if there is a difference between what is tested and what is taught or between what is tested and

the curriculum objectives, the term washback can be used. Despite the movement towards teaching methods that emphasize communication rather than teaching grammar, structure still constitutes a large part of tests. Teachers relate their students' performance in tests to their own performance in teaching. Therefore, while teachers may prefer to teach the material in a certain way, they often find themselves teaching to the test (Bachman & Palmer, 1996; Hamp-Lyons, 1997). In addition, "teachers question the overdependence on a single type of assessment because test scores sometimes disagree with conclusions they have reached from observing how students actually perform in classrooms" (O'Malley & Pierce, 1996, p. 2). According to Hamp-Lyons, sometimes, "negative effects can result from a properly developed, correctly targeted test that is being implemented in line with all available knowledge about best practice" (p.297). In this case, she suggests, we need to use the broader term 'impact' to display concern with other factors that may cause those negative effects such as the attitudes of institutional groups and the individuals within those groups towards tests. Bachman and Palmer (1996) similarly consider washback to be within the scope of impact.

In order to promote the positive impact of tests on students, the first thing to do is to involve teachers and students in the design and development of tests. There are basically three ways to do this (Bachman, 2000; Bachman & Palmer, 1996; Beaman, 1998; Brown & Hudson, 1998; Hamp-Lyons, 1997; Murphey, 1994/1995; O'Malley & Pierce, 1996). The first way of involvement is to ask for their opinion of tests and test tasks. Hamp-Lyons states that it is not enough to evaluate tests from the researchers' and testers' perspectives; nor is it sufficient to include teachers' perspectives. We must also take students' views and beliefs into consideration. She claims that studies of students' views are ignored but are

needed to have “their accounts of the effects on their lives of test preparation, test taking and the scores they have received on tests” (p.299). Beaman reports research showing that adults, including university students, want some say in their course work and in the methods with which they are evaluated. Secondly, Bachman explains the involvement of students as students designing and selecting their own assessment tasks and procedures and assessing themselves. Murphey suggests using student-made tests in addition to the tests prepared by teachers or testers. The third way teacher and student involvement is possible is through teacher, peer, and self-assessment methods.

A number of authors (Allan, 1999; Brown, 1998; Brown & Hudson, 1998; Bruton, 1999; Heaton, 1990; O'Malley & Pierce, 1996) have emphasized the importance of using multiple assessment methods to promote the positive impact of tests because the negative impact might stem from the overdependence of a single assessment method. In the literature, four main problems were identified with traditional tests (Bachman & Palmer, 1996; Beaman, 1998; Huerta-Macias, 1995; Murphey, 1994/1995). The testing situation may produce anxiety within the student and there may be personal problems or illnesses at the time of test taking (Huerta-Macias, 1995). Students may overgeneralize test scores as an evaluation of themselves as a whole, and this may adversely affect their self-esteem and motivation (Murphey, 1994/1995). Adult learners, including all university students, need assessment for motivation and feedback as well as for evaluation (Beaman, 1998). In addition, if it is considered that sometimes a single test score is used as a pass mark (like final tests), then, as Bachman and Palmer (1996) question, “is it fair...to make a life-affecting decision solely on the basis of a test score?...we need to consider the various kinds of information, including scores

from the tests, that could be used in making the decisions” (p.33). Heaton (1990) reminds that a combination of grades from the tests and comments from coursework, projects, group work, homework assignments, and oral questioning is the most reliable form of assessment. Those forms of assessment and many others compensate for some of the negative aspects of tests; because they are integrated into the language teaching and learning processes, they “do not stand out as different, formal, threatening, or interruptive” (Brown, 1998, p. vi). By using them, as Bruton (1999) suggests, we could also take into account mixed abilities, and different needs, interests, and motivations. As O’Malley and Pierce (1996) point out, teachers need to use multiple ways of collecting information that provide them with the type of feedback they need to observe student progress and to plan for instruction.

Statement of the Problem

The importance of using multiple sources of information to assess student progress (Bachman & Palmer, 1996; Brown, 1998; Bruton, 1999; Heaton, 1990; O’Malley & Pierce, 1996) and the importance of the involvement of teachers and students in the assessment process (Bachman, 2000; Bachman & Palmer, 1996; Beaman, 1998; Hamp-Lyons, 1997; Murphey, 1994/1995; O’Malley & Pierce, 1996) have received attention in recent literature. However, the field still lacks research studies that focus on collecting information from teachers and students about their opinions of the assessment system used in their institutions. As Hamp-Lyons (1997) states, in particular, studies of students’ views are ignored and more studies are needed presenting students’ ideas about the effects of the assessment systems on them.

At Hacettepe University Basic English Division students are assessed through written language tests prepared by the Testing Office. The office is staffed by teachers of the institution who do not actively teach during the period they work in the Testing Office. These people are knowledgeable about the fundamentals of testing; many of them have done academic studies in the area. They make the best effort to increase the quality of the tests and devote a lot of time to preparing the required tests in the best way possible. Despite this great effort, my students sometimes complain that tests and testers have aims other than measuring their progress. They seem to view the tests as a kind of trap to fail them, as something prepared with bad intentions. I have also observed that the performance of some students in class and on tests are different. As a teacher, I appreciate the efforts of the testers and the quality of tests they prepare. But I am also disturbed by the fact that I have no role in determining how my students' progress in learning will be addressed, although I am the person who is in everyday contact with them. I would like to know whether my views and my students' views are shared by other teachers and students in the institution.

Research Questions

This study will address the following research questions:

1. What are the attitudes of teachers and students towards the current assessment process at Hacettepe University Basic English Division?
2. Do teachers and students have similar or different attitudes towards the assessment system?
3. Do teachers and students want to be involved in the assessment process? If so, in what ways?
4. Do teachers and students want to use alternative forms of assessment as a

supplement to tests? If so, which ones?

Significance of the Study

There is lack of research in the field of foreign language teaching on teacher and student opinions of the assessment systems used in their institutions. The results of this study may contribute to this literature by revealing teacher and student attitudes towards assessment systems and determining the impact of assessment systems on these individuals.

At the local level, this study attempts to find out the attitudes of teachers and students towards the current assessment system at Hacettepe University Basic English Division. This information is valuable for the institution because the results may lead to making new decisions about the overall assessment system. It is also valuable for teachers and students because they will have the opportunity to contribute to program decisions by expressing their opinions about the current assessment system. On a personal level, as a future tester in the institution, the study will benefit me by helping me to gain greater understanding of the strengths and the weaknesses of the present system. This study may also lead to further studies in finding ways to involve students and teachers of the institution in the assessment process and to introduce alternative forms of assessment.

Key Terms

This section provides the explanation of the six key concepts used throughout this thesis: assessment, testing, alternative assessment, washback, impact, and involvement.

Assessment: A variety of ways of collecting information on a learner's language ability or achievement. Assessment is used as an umbrella term and covers tests as

well as other means of collecting information (Allan, 1999; Brindley, 2001a; Lynch, 2001).

Testing/Tests: "A performance activity or battery of performance activities of limited duration completed under controlled, supervised conditions by students who are graded individually by instructors" (Bruton, 1999, p. 730). Throughout this thesis, the term 'tests' is used to refer to traditional, paper and pencil assessment instruments.

Alternative Assessment: "Any method of finding out what a student knows or can do that is intended to show growth and inform instruction, and is an alternative to traditional forms of testing" (Stiggins in O'Malley & Pierce, 1996, p. 1).

Washback: The positive or negative effect of tests on the teaching and learning process and on the language curriculum (Brown & Hudson, 1998; Hughes, 1989; McNamara, 2000).

Impact: The effect of tests on society and educational systems and on the attitudes of individuals within those systems (Bachman & Palmer, 1996; Hamp-Lyons, 1997; McNamara, 2000).

Involvement: Taking part in the assessment process in a variety of ways which include active participation by preparing tests, by using classroom assessment, or indirect participation by giving opinions about the assessment instruments and tasks (Bachman & Palmer, 1996; Beaman, 1998; Hamp-Lyons, 1997; Murphey, 1994/1995; O'Malley & Pierce, 1996).

Conclusion

This chapter introduced the study by explaining its purpose and significance, and by providing background information and explanation of the key terms.

Chapter 2 will provide the theoretical basis for the study through a review of the relevant literature on testing and assessment. Chapter 3 will present information about the methodology used to carry out the study in terms of its participants, the instruments used, and the procedures followed. In Chapter 4, the detailed analysis of the data will be presented in three main sections: attitudes of teachers and students towards the assessment system used in the institution, opinions of teachers and students about their involvement in the assessment process, and their opinions about the use of alternative assessment methods. Chapter 5 will present the major findings of the study together with pedagogical implications drawn from the findings, the limitations of the study, and suggestions for further studies.

CHAPTER 2

LITERATURE REVIEW

Introduction

This study attempts to investigate teachers' and students' attitudes towards the current assessment system at Hacettepe University Basic English Division. The study also aims to learn teachers' and students' opinions about their involvement in the assessment process and about the use of alternative assessment methods.

This chapter reviews the literature on assessment, alternative assessment, testing, the impact of tests on teachers and students, and promoting the positive impact of tests.

Language Assessment

The terms 'evaluation', 'assessment', and 'testing' are still often used interchangeably in the literature to refer to any kinds of judgements or decisions about a certain language program and its components (Allan, 1999; Brindley, 2001a; Brown & Hudson, 1998; Genesee, 2001; Heaton, 1990; Lynch, 2001; Murphy, 1985; Nunan, 1988). Brindley (2001a), Genesee (2001), and Nunan (1988) distinguish evaluation from assessment and testing, saying that the main concern of the former is the language program as a whole, not just the individuals who take part in it.

Brindley (2001a) makes a further distinction between assessment and testing and defines assessment as an umbrella term to refer to "a variety of ways of collecting information on a learner's language ability or achievement" (p.137).

Allan (1999) and Lynch (2001) agree on using assessment as a broader term that includes language tests as well. In this sense, assessment and testing are not exactly the same thing; the former covers the latter. In addition, assessment can be used to evaluate student ability and progress in terms of both qualitative feedback (feedback in words) and quantitative information (information in numbers). However, the only feedback language tests usually offer is quantitative information in the form of test scores.

For the purposes of this study, I will use the term 'assessment' in order to refer to various means of evaluating a student's performance and progress. In the following sections, however, it is necessary to make a distinction between assessment instruments which are usually developed as a reaction to traditional methods, and standardized or traditional methods of assessment. To refer to those different assessment procedures, I will use the terms 'alternative assessment' and 'testing', respectively.

Alternative Assessment

Stiggins (in O'Malley & Pierce, 1996) defines alternative assessment as "any method of finding out what a student knows or can do that is intended to show growth and inform instruction, and is an alternative to traditional forms of testing" (p. 1). Huerta-Macias (1995) also perceives alternative assessment as "an alternative to standardized testing and all of the problems found with such testing" (p. 8). She believes that contrary to standardized tests which provide teachers and students with only a set of numbers, alternative assessment enables teachers to obtain detailed information about their students' growth in language learning.

Alternative assesment is considered to be different from standardized testing in that it is based on performance and allows students to show what they

are able to do with the language. Students are assessed on what they bring together and produce, not on how they repeat information presented by books or teachers (Huerta-Macias, 1995). Each alternative assessment procedure provides unique information, and when these procedures are brought together, they present more varied language samples for student assessment. This is why alternative assessment is sometimes called complementary assessment (Shohamy, 1997).

O'Malley and Pierce (1996), however, prefer to use the term authentic assessment to describe "the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities" (p. 4). According to O'Malley and Pierce, contemporary language teaching has abandoned the transmission model of teaching, which suggests that language is a set of discrete items to be taught separately to students. This model required a similar understanding of language assessment. However, in today's curricula, effective communication, complex thinking skills, and integration of language skills are important components, and students learn using multiple strategies and following different methods. This should also be reflected in assessment procedures, and, therefore, authentic assessment strategies need to be applied in classrooms.

To exemplify alternative assessment methods, it is possible to count observations, presentations, project works, oral interviews, response journals, portfolios, role-plays, discussions, conferences, group activities, verbal reports, and anecdotal records as possible sources of alternative assessment (Brindley, 2001a; Brown, 1998; Brown & Hudson, 1998; Ekbatani, 2000; Genesee, 2001; Heaton, 1990; Huerta-Macias, 1995; O'Malley & Pierce, 1996). This type of assessment is also categorized as teacher/instructor assesment, peer-assessment

and self-assessment depending on whether the teacher is the assessor, or students assess each other, or students assess themselves (Allan, 1999; Beaman, 1998; Brown, 1998; Brown & Hudson, 1998; Ekbatani, 2000; Heaton, 1990; Huerta-Macias, 1995; O'Malley & Pierce, 1996).

Alternative assessment has advantages over standardized testing in measuring student achievement and progress. The advantages can be categorized as authenticity, focus on performance, attention to individual differences, reducing anxiety, and providing feedback.

Alternative assessment is authentic in nature because students are engaged in meaningful, communicative tasks that carry a purpose and reflect real-life situations. In other words, students use the target language in similar contexts and for the same purposes as they need to use it in real life. This is very different from writing answers to a set of test items questioning separate language areas (Bailey, 1996; Brindley, 2001a; Brown & Hudson, 1998; Genesee, 2001; Huerta-Macias, 1995; O'Malley & Pierce, 1996). Performing authentic tasks calls for the skills of listening, speaking, reading, writing, thinking, and experiencing, many of which need to be used at the same time (Genesee, 2001; Heaton, 1990; McNamara, 2000; O'Malley & Pierce, 1996). Alternative assessment tasks enable students to use the language to interact with their peers and their teacher. In doing so, they encourage communication by forcing students to use all language skills integratively.

The methods used to measure language ability affect performance as much as the ability itself. In today's understanding of assessment, the characteristics of assessment procedures, the characteristics of learners, and how learners approach the procedures should be taken into account when measuring language ability (Bachman, 1991; Shohamy, 1997; Shohamy, 2001). Unlike standardized tests,

which often focus on a single correct answer or a final product, alternative assessment focuses on student performance in process as well as the product they create. Student participation and the strategies the students use in performing the assessment tasks can also be evaluated (Brown & Hudson, 1998; Genesee, 2001; Huerta-Macias, 1995; O'Malley & Pierce, 1996). Using alternative assessments, teachers are able to assess "...certain qualities which cannot be assessed in any other way: namely, effort, persistence, and attitude" (Heaton, 1990, p.116). To perform assessment tasks, many of which are quite challenging, students are also invited to use high-level thinking skills (Brown & Hudson, 1998; O'Malley & Pierce, 1996). This is an ability encouraged in today's language curricula because in real life, students are expected to communicate their ideas, persuade other people, understand a communicated message, and solve complex problems, which all require the use of high-level thinking skills (Enginarlar, 1999; O'Malley & Pierce, 1996).

Being aware of individual differences is a positive element of learner-centred instruction (Allan, 1999). Alternative assessment draws our attention to individual differences among students. Standardized tests, especially the multiple-choice types, cover large language areas but inform us only about students' overall language ability. By using alternative forms of assessment, we have a deeper knowledge about each student's abilities and problem areas without comparing students to each other (Allan, 1999; Genesee, 2001; Huerta-Macias, 1995; McNamara, 2001; O'Malley & Pierce, 1996). As Allan (1999) suggests, tests are usually inflexible by nature; they expect all students to reach a fixed level in a fixed amount of time, ignoring effort and personal differences. Alternative assessment allows teachers to set accessible targets within the given amount of

time for individual students, and for these students to receive feedback to strengthen their weak points.

Using alternative assessment may give us the opportunity to remove, or at least to reduce, what is known as test anxiety. There need be no difference between ordinary classroom activities and assessment procedures. Assessment procedures can be integrated into the classroom routine (Brown, 1998; Brown & Hudson, 1998; Huerta-Macias, 1995), so they "...do not stand out as different, formal, threatening, or interruptive" (Brown, 1998, p. vi). "Often students will be quite unaware of any kind of assessment taking place since the whole situation will be informal and relaxed" (Heaton, 1990, p. 121). There is little or no anxiety because it is very difficult to distinguish alternative assessment methods from everyday learning processes in the classroom.

By means of alternative assessment, it is possible to obtain feedback on both student performance and the quality of teaching and learning. Feedback on student performance can be in qualitative measures as well as scores. Qualitative measures refer to feedback with words such as notes on written work, oral critiques, or teacher conferences (Allan, 1999; Bailey, 1996; Brookhart, 2004; Brown, 1998; Enginarlar, 1999; Genesee, 2001). This kind of feedback is "much more meaningful, useful and informative than the marks and grades that are the typical products of tests" (Allan, 1999, p. 20). In addition, students can be provided with feedback coming from different sources when teacher, peer, and self-assessment procedures are applied. This process of triangulation can increase the reliability of the assessment procedures (Brown, 1998; Huerta-Macias, 1995; Shohamy, 2001). Alternative assessment may also enable teachers to obtain

feedback on how successful the teaching-learning process is through close observation of students' performances (Brown, 1998).

At the same time, a number of researchers (Allan, 1999; Brindley, 2001a, b; Brown & Hudson, 1998; Genesee, 2001; O'Malley & Pierce, 1996) have discussed the disadvantages of alternative assessment. The disadvantages can be categorized as problems with validity and reliability, problems with objectivity and practicality, problems with performance, and need for careful consideration before implementing alternative assessment.

Brown (1994) describes validity as "...the degree to which the test actually measures what it is intended to measure" (p. 254) and he states that "a reliable test is a test that is consistent and dependable" (p. 253). Huerta-Macias (1995) claims that since alternative assessment procedures reflect real-life situations, they "...in and of themselves are, therefore, valid" (p. 9). She further asserts that if a procedure is valid, it means it is also reliable because the same results will be achieved when the assessment is repeated. Brown and Hudson (1998), however, find these statements "...too general and shortsighted" (p. 655). They agree that "...credibility, audability, multiple tasks, rater training, clear criteria, and triangulation of any decision-making procedures along with varied sources of data are important ways to improve the reliability and validity of any assessment procedures used in any educational institution" (p. 656) but they disagree with the idea that applying the above strategies is enough to show that alternative assessment is valid and reliable. Brindley (2001a) found a similar problem with alternative assessment. According to Brindley, assessment forms based on real-life situations largely deal with language use. These assessment forms do not take theoretical language ability as their base; therefore, it is very difficult to generalize

the results obtained, which is a threat to their validity. O'Malley and Pierce (1996) point to the importance of inter-rater reliability for the sake of fairness. They state that teachers should be consistent when assigning grades, otherwise, they can be divided into two groups as those "rating hard" and those "rating easy" (p. 20).

Another disadvantage of alternative assessment concerns the issues of objectivity and practicality. As Allan (1999) explains, alternative assessment is thought to be "...subjective and unscientific, open to bias and favouritism" (p. 19). O'Malley and Pierce (1996) support the idea that the greatest danger of alternative assessment is subjectivity, or teacher judgment. As for the practicality, Brown (1994) suggests that "a test ought to be practical – within the means of financial limitations, time constraints, ease of administration, and scoring and interpretation" (p. 253). In light of this, it can be said that alternative assessment is not always practical, since many of the alternative assessment procedures are time-consuming and, therefore, expensive (Brindley, 2001a).

There are also problems with performance. As explained before, alternative assessment is largely based on language performance. This feature brings disadvantages as well as advantages. As O'Malley and Pierce (1996) state, since alternative assessment is based on performance, it is language-dependent. If a student is not at the appropriate level of proficiency in language, they can hardly perform anything. Alternative assessment also requires complex thinking skills, which can be a disadvantage in performing if students have not been encouraged to use their complex thinking skills before. Another problem might arise when group grades are used to measure the language performance of student teams working on a project or presentation. The poor performance of a student in the

team will lower the grade of the group, which can demotivate students who have performed well.

Finally, alternative assessment should be considered carefully before it is adopted by institutions. As Subaşı-Dinçman (2002) found as a result of a research study on projects and portfolios, teachers can be inconsistent with each other and with program goals in their understanding and their use of alternative assessment methods. Teachers should be well-supported with professional development, materials development, and rater training. It is also necessary to ensure the quality of assessment forms to be used (Brindley, 2001a, b). Since alternative assessment is a relatively new concept in language teaching, its impact on learning has not been investigated thoroughly yet. More future research is needed in order to be fully informed about its effectiveness (Brindley, 2001a; Genesee, 2001).

Testing

Testing is one of the many different forms of student assessment and is commonly used in many educational institutions. Bruton (1999) defines a test as “a performance activity or battery of performance activities of limited duration completed under controlled, supervised conditions by students who are graded individually by instructors” (p.730). When Allan (1999) points to the standardization of tests, he supports Bruton’s definition by saying that in tests, “all the candidates are required to do the same tasks in the same amount of time and under the same conditions” (p.19), and this is what makes tests more reliable in the eyes of many educationalists.

Testing is a familiar part of teachers’ lives because it has a long history. A great number of educationalists have favoured testing to evaluate student achievement and proficiency while alternative assessment is a relatively new

concept taking its place as a respectable form of evaluation (Allan, 1999). As with other assessment forms, testing has certain advantages. The advantages can be grouped as providing information about certain aspects of language instruction, appropriateness for measuring certain skills, and ensuring validity, reliability, objectivity and practicality.

Tests are useful tools because they provide teachers and administrators with necessary information about certain aspects of language instruction (Brown & Hudson, 1998; Genesee, 2001; Hughes, 1989). Through proficiency tests, which compare students against a norm, it is possible to determine how suitable students are to follow a specific course. Diagnostic tests inform administrators and teachers about the relative strengths and weaknesses of a language program and its components (Bachman, 1991; Brindley, 2001a; Brown, 1994; Heaton, 1990; Hughes, 1989; O'Malley & Pierce, 1996). By means of placement tests, students can be placed into appropriate levels at the beginning of a language course (Bachman, 1991; Brown, 1994; Hughes, 1989; O'Malley & Pierce, 1996).

Alternative assessment is most useful for measuring productive skills, speaking and writing, over an extended period of time. However, tests may be more appropriate for measuring receptive skills, namely, listening and reading because they give quick and detailed information about the development of skills like skimming, scanning, finding the main idea, and careful reading (Allan, 1999; Brown & Hudson, 1998). Tests can also give useful information about students' knowledge and abilities in areas like vocabulary and grammar (Brown & Hudson, 1998).

Another advantage of language tests is that they are believed to be more valid, reliable, objective and practical means of student evaluation, which is why

they are favoured by many educationalists (Allan, 1999; Brown & Hudson, 1998; O'Malley & Pierce, 1996). The standardization of tests makes them more valid and reliable in the eyes of teachers because all test takers are expected to do the same thing under the same conditions (Allan, 1999). O'Malley and Pierce (1996) agree on the reliability and objectivity of multiple-choice tests, especially. Brown and Hudson (1998) add that although multiple-choice and other selected response tests are difficult to prepare, they are practical because they are "relatively quick to administer" and "scoring them is relatively fast, easy, and relatively objective" (p. 658).

Although language tests are still favoured by many educationalists, they have certain disadvantages. The disadvantages can be categorized as the inability to reflect student ability, lack of authenticity, danger of leading to wrong decisions, inability to provide accurate feedback, and inconsistency with learner-centred instruction.

Language tests do not necessarily give an accurate picture of the language ability of students (Brindley, 2001a). Since language tests are "events, snapshots, brief moments in the process of learning" (Allan, 1999, p. 20), they cannot measure thoroughly the full range of the language ability of students (Allan, 1999; Huerta-Macias, 1995; Murphey, 1994/1995; O'Malley & Pierce, 1996). This might be the reason why teachers sometimes think that there is a disagreement between a student's test score and what that student is actually able to do with the language or how the student approaches a certain task (Allan, 1999; Huerta-Macias, 1995; O'Malley & Pierce, 1996).

In his description of authenticity, Bachman (1991) states that there should be a correspondence between the test tasks and the classroom activities together

with what is covered in the course. Language tests are not considered to be authentic; in other words, they do not match with what happens in the class or in real life. Tests focus on language knowledge rather than language use, on accuracy rather than fluency or use of the language for communicative purposes. This often does not match with what students actually do in the classroom everyday or how they interact with each other in performing language tasks. Many test types mainly assess grammatical knowledge and vocabulary, ignoring written or oral language ability, which are important language components (Allan, 1999; Brindley, 2001a; O'Malley & Pierce, 1996). According to O'Malley and Pierce, educationalists and administrators also agree that many test types fail to represent the necessary language skills the students should develop in order to be effective users of language outside the classroom.

Teachers and administrators may sometimes make wrong decisions about students because of other negative factors tests may create. In addition, there is still the influence of human judgment although the test scores are considered scientific (Brown, 2003). As Allan (1999) describes it, "tests with a pass mark can be likened to a high jump bar set at a fixed height" (p. 19). Sometimes, there might be different decisions on two students whose language ability is closely similar to each other. As Heaton (1990) exemplifies, if the pass mark is 50, a student who gets 50 can pass the exam while another student with a grade of 49 might fail. There is also the possibility of failing a student who actually deserves to pass or passing a student who should fail. Therefore, "crucial decisions affecting students may rest on extremely small or chance differences in test scores" (Heaton, 1990, p. 7). The 'snapshot' quality of tests in the whole process of learning may also lead teachers to make wrong decisions about students. Students may suffer from

illnesses or personal problems when taking a test and therefore, not perform well at that specific moment. Test anxiety can also be a barrier preventing a student from showing their real language ability (Heaton, 1990; Huerta-Macias, 1995).

Tests may not always provide teachers with the feedback they need in order to evaluate the teaching-learning process. It is sometimes difficult for teachers to have the necessary feedback from tests to plan their instruction due to the narrow language areas tests measure. Tests may also be inadequate for teachers in revealing the strengths and weaknesses of their students (O'Malley & Pierce, 1996).

There is a movement in language teaching towards learner-centred instruction resulting from the current understanding of how students learn. As O'Malley and Pierce (1996) point out, language teaching is leaving behind the idea of transmitting knowledge from the teacher to students as a set of discrete items and expecting students to acquire that basic knowledge. Today, students are believed to learn by constructing personal meaning from new information and relating this new information to the previous knowledge. Students use different strategies and they are different in terms of how they learn. Learner-centred instruction has direct implications for student assessment. In this sense, language tests may not be in parallel with the current understanding of the role of learners in the teaching-learning process and how they learn and process the language. Moreover, all university students are considered adult learners and adult learners want more autonomy in both learning and assessment procedures. They are also more concerned with performance feedback rather than just test scores (Beaman, 1998).

The Impact of Tests

The fact that tests have certain disadvantages as well as advantages necessitates considering the effects of language tests on teaching and learning. The effects of tests on teachers and students can hardly be ignored, especially in the institutions where language tests are used as the only form of student assessment and student grading is done through language tests. In the discussion of the effects of tests on language teaching, the terms 'washback' and 'impact' are used in the literature (Alderson & Wall, 1993; Bachman & Palmer, 1996; Brown & Hudson, 1998; Davies, 1990; Hamp-Lyons, 1997; Hughes, 1989; McNamara, 2000; Messick, 1996).

According to Davies (1990), it is nearly impossible to say that assessment will have no effect on teaching. He claims that the effects of tests on teaching are strong and are usually negative. This negative influence is called 'washback' and such a strong influence does not receive the attention it deserves (Alderson & Wall, 1993; Davies, 1990).

Brown and Hudson (1998) also define washback as "...the effect of testing and assessment on the language teaching curriculum that is related to it" (p.667), but, like Hughes (1989) and McNamara (2000), they point out that washback effects can be either negative or positive. If there is a difference between what is tested and what the curriculum objectives are, a negative washback effect exists as the result of a validity problem. If the test measures what is described in the curriculum objectives and what is taught in the classroom; that is, if it is a valid test, there is positive washback.

However, Alderson and Wall (1993), and Messick (1996) state that negative washback does not always stem from a validity problem. Sometimes, a

good test may create negative effects or a poor test may lead to positive results in terms of high scores. Negative effects resulting from a good test can be the anxiety the test creates in the learner and the teacher. Test anxiety causes the learner to perform badly under pressure. Teachers also suffer from test anxiety because poor performance of the learners leads to poor test results which make teachers feel guilty and embarrassed (Alderson & Wall, 1993). The opposite case can be seen when a test does not properly measure what is written in the curriculum objectives. It might be a test measuring only reading and writing, and students may get good results. But, since the same test does not measure listening and speaking abilities although the development of these abilities are included within the curriculum objectives, it is an invalid test producing positive washback (Messick, 1996).

In light of this, it can be said that washback is a complex phenomenon, which does not depend solely on a test's validity or the effect of testing on teaching (Alderson & Wall, 1993; Bachman & Palmer, 1996; Brown & Hudson, 1998; Messick, 1996). When the effects of tests are extended to include not only influence on teaching practices but also on society and educational systems and the individuals within those systems, the term 'impact' is used rather than 'washback' (Bachman & Palmer, 1996; Hamp-Lyons, 1997; McNamara, 2000).

The impact of test use operates at macro and micro levels. The macro level covers the educational system or society and the micro level refers to individuals affected by the particular test use. These individuals are generally test users and test takers, in simpler terms, teachers and students, respectively. The choice of tests will have an impact on these individuals (Bachman & Palmer, 1996).

Hamp-Lyons (1997) also makes a clear distinction between the terms 'washback' and 'impact'. She suggests that impact is used as a broader term to cover the effects of assessment. Those effects are not only the washback effects resulting from the similarities or differences between what the test measures and what the curriculum objectives are, as Brown and Hudson (1998) define them. Hamp-Lyons (1997) agrees with Alderson and Wall (1993) and Messick (1996), saying that sometimes a test cannot produce positive effects although it is in line with curriculum objectives and with what the teacher actually teaches in the classroom. She claims that other forces create those negative effects, such as the attitudes of the individuals or institutional groups towards the language tests. These individuals are usually students and teachers in a classroom but may also include larger groups outside the classroom, from the test developers and testing agencies to textbook publishers, school boards and ministries of education.

For the purposes of this study, as Bachman and Palmer (1996), Hamp-Lyons (1997), and Mc Namara (2000) suggest, I will use the term 'impact' and discuss the impact of language tests on the individuals, namely, teachers and students at the micro level. I will mainly deal with what can be done in order to promote the positive impact of tests on teachers and students.

Promoting Positive Impact

There are basically two ways to promote the positive impact of tests on teachers as test users and on students as test takers beyond designing good tests. One way is to involve these individuals in the testing process. The other way is to supplement tests with other forms of assessment to obtain more effective results.

Involvement of Teachers and Students in the Process

In order to promote the positive impact of tests on teachers and students, these individuals should be involved in the assessment process. There are basically three ways to involve teachers and students into the process. One way is asking for their opinions about tests and test tasks (Bachman & Palmer, 1996; Bailey, 1996; Hamp-Lyons, 1997; Shohamy, 2001). Another way is their direct involvement in the preparation of tests and test tasks (Bachman, 2000; Bachman & Palmer, 1996; Dickinson, 1987; Murphey, 1994/1995). Still another way is their involvement in the assessment process through teacher, peer, and self-assessment (Bachman, 2000; Bailey, 1996; Beaman, 1998; Brindley, 2001a; Brown, 1998; Brown & Hudson, 1998; Dickinson, 1987; Ekbatani, 2000; Heaton, 1990; Lewkowicz & Moon, 1985; McNamara, 2001; McNamara & Deane, 1995; Nunan, 1988; O'Malley & Pierce, 1996; Smolen, Newman, Wathen & Lee, 1995).

The first step to be taken towards the involvement of teachers and students in the assessment process can be collecting information from these individuals about their perceptions of tests and test tasks through interviews or written questionnaires (Bachman & Palmer, 1996; Bailey, 1996; Hamp-Lyons, 1997). Simply by doing so, teachers are likely to feel less anxious and more confident. As Smith (cited in Hamp-Lyons, 1997) found as a result of a qualitative study she carried out, "teachers experienced great anxiety and shame related to their students' test performance; that is, the students' performance was, in the teachers' eyes, their own performance. They reacted to this by teaching to the test" (p. 10). If teachers are ensured that there is not much difference between the test tasks and what they do in the classroom, and if their opinions are valued, they won't feel trapped by tests and the notion of teaching to the test. This, in turn, may promote

the positive impact of tests on teaching (Bachman & Palmer, 1996; Hamp-Lyons, 1997). Students' opinions should also be taken into account because, as test takers, they are an important component of the assessment process. In evaluating tests, having the opinions of educationalists is not enough. Students' views are usually ignored and, in fact, studies are needed to learn about their ideas on test tasks and the impact of tests on their lives. (Hamp-Lyons, 1997; Shohamy, 2001). Asking about students' ideas may cause them to develop a more positive attitude towards tests, and naturally increase their motivation. As a result, they are likely to perform better. (Bachman & Palmer, 1996).

Teachers and students can be directly involved in the test-making process by making contributions to the design and development of language tests (Bachman, 2000; Bachman & Palmer, 1996; Dickinson, 1987; Murphey, 1994/1995). Murphey mentions teacher-made tests that reveal the success of students instead of their inabilities, but he is mainly concerned with student-made tests. He suggests that at least some of the tests or test tasks can be prepared by students, which may put them "more interactively in the center of creating and administering the tests" (p. 12). This may be done by collecting from them a list of items or functions they have recently learned and preparing a test based on those items, or having them test each other by using the items they have put in their list. Their direct involvement in the assessment process encourages collaboration in learning, reduces anxiety, and develops a sense of responsibility in the learner (Murphey, 1994/1995). If tests prepared by learners are based on their learning material, such as the textbook, or on the curriculum objectives, such as producing a business letter, a reasonable validity can be ensured (Dickinson, 1987). When teachers and students are involved in the assessment process both directly and

indirectly, they may perceive tests and test tasks as more authentic and interactive, which are considered important qualities for promoting the positive impact of tests (Bachman & Palmer, 1996).

Teachers and students can also be involved in the assessment process through teacher, peer, and self-assessment methods. As Beaman (1998) states, adult learners, including university students, complain that their thinking and their approach to learning are not examined and they are more concerned with performance feedback than test scores. In this sense, instructor assessment based on “praiseworthy grading” (p. 50) gains an important role. This kind of grading focuses on work that deserves compliment, rather than error finding. In peer assessment, learners assess the performance of each other using prepared criteria. Using a peer assessment approach not only encourages involvement, but also focuses on learning, emphasizes skills, and teaches responsibility (Beaman, 1998; Brown, 1998). Self-assessment is another way of involving the learners actively in the assessment process. In self-assessment, learners assess their own performances based on criteria. It is a powerful component of learner-directed classrooms. It enables learners to compare their present level of proficiency with the level they want to attain. This may cause them to become more motivated and goal-oriented, and prepare them for future independent learning. Self-assessment helps learners become aware of their strong and weak points and identify the learning strategies, materials, and learning contexts suitable for themselves. Students also share assessment responsibilities with their teacher through self-assessment (Bachman, 2000; Bailey, 1996; Beaman, 1998; Brindley, 2001a; Brown, 1998; Brown & Hudson, 1998; Dickinson, 1987; Ekbatani, 2000; Heaton, 1990; Lewkowicz &

Moon, 1985; McNamara, 2001; McNamara & Deane, 1995; Nunan, 1988; O'Malley & Pierce, 1996; Smolen, Newman, Wathen & Lee, 1995).

Using Multiple Assessment Methods

In current understanding of assessment, it is realized that the use of multiple means of assessment over time is more beneficial than using one type of assessment (Allan, 1999; Brown, 2003; Brown, 2004; Brown & Hudson, 1998; Cohen, 1994; Heaton, 1990; Lynch, 2001; McNamara & Deane, 1995; O'Malley & Pierce, 1996). If the suggestions made in the previous section are reviewed, it can be seen that learner-directed instruction, focus on performance, student-made tests, and peer and self-assessment methods naturally lead to a broadening of the understanding of assessment methods. Testing is just one form of assessment and in order to reduce the negative impact of tests to a minimum, administrators and teachers should perhaps avoid an overdependence on tests in student assessment, which may itself create the negative impact. Miller and Legg (as cited in Norris et. al., 1998) suggest that performance-based assessment can compensate for the negative effect of standardized tests on teaching and curriculum which stems from the notion of teaching to the test.

At the beginning of this chapter, a distinction was made between testing and assessment and the term 'alternative assessment' was used to refer to assessment methods which were developed as "an alternative to standardized testing and all the problems found with such testing" (Huerta-Macias, 1995, p. 8). However, Brown and Hudson (1998) point out that these forms of assessment are not special ways of student assessment which will replace tests. Instead, Brown (2004), Brown and Hudson (1998), and Lynch (2001) suggest considering all kinds of assessment instruments as alternatives, instead of favoring just one type.

They also note that all assessment instruments require responsibility and utmost care when making decisions. “New assessment alternatives are always exciting and interesting, but one should not view them as somehow magically different” (Brown & Hudson, 1998, p. 657). Brown and Hudson (1998) and Lynch (2001) view all kinds of assessment instruments from multiple choice and short answer tests to more performance-based measures such as portfolios, conferences, self and peer assessments as ‘alternatives in assessment’ rather than excluding tests and viewing other options as ‘alternative assessment’. As Brown (2004) points out, “Why, then should we even refer to the notion of ‘alternative’ when assessment already encompasses such a range of possibilities?” (p. 251).

Brown (2003) describes a case study of a comprehensive language testing program in the English Language Institute (ELI), University of Hawaii at Manoa where he was the director. He states that a dream test which does everything without any problems is not possible because different kinds of tests carry different purposes. In the ELI, Brown and his colleagues made every possible effort to ensure an appropriate testing program but they realized that although they based their decisions about students on test scores which were considered scientific, there was still the influence of human judgment. Brown suggests relying on multiple sources of information to help avoiding errors in judgment. He admits that a testing program based on multiple assessment methods requires administrators and teachers to spend great effort, but argues that the benefits obtained from effective and fair assessment procedures make those efforts worthwhile.

Using a single type of assessment might present an incomplete picture of a student’s achievement because as Bachman (1994) states, what is going on in

learners' minds is not easy to measure. Assessment based on multiple sources of information seems to be more valid and reliable than assessment depending on a single source of information (Brown & Hudson, 1998; Enginarlar, 1999). "The effective evaluation of learner performance in language programs does not require teachers to make a choice between testing and assessment" (Allan, 1999, p. 20). A combination of test grades with other qualitative or quantitative information from other assessment procedures might lead us to make more accurate decisions about our students (Heaton, 1990; Lynch, 2001; McNamara & Deane, 1995; O'Malley & Pierce, 1996).

Conclusion

This chapter reviewed the literature on language assessment, alternative assessment, testing, the impact of tests and promoting positive impact.

The next chapter will describe the methodology of the study in terms of its participants, the instruments used, and the procedures followed in collecting and analyzing data.

CHAPTER 3

METHODOLOGY

Introduction

This is an exploratory study which focuses on the attitudes of teachers and students at Hacettepe University Basic English Division towards the current assessment system used in the institution. The study also attempts to reveal teachers' and students' ideas about their involvement in the assessment process and about using alternative forms of assessment as well as tests.

This study addresses the following research questions:

1. What are the attitudes of teachers and students towards the current assessment process at Hacettepe University Basic English Division?
2. Do teachers and students have similar or different attitudes towards the assessment system?
3. Do teachers and students want to be involved in the assessment process? If so, in what ways?
4. Do teachers and students want to use alternative forms of assessment as a supplement to tests? If so, which ones?

This chapter presents information about the participants, the instruments, the data collection procedures, and the data analysis of the study.

Participants

This study was conducted at Hacettepe University Basic English Division, where students study English language for one academic year before they go to their departments. The participants of the study were the teachers and the students

of the department. There are 77 teachers actively teaching in classrooms and 1800 students in the department. The pilot study was carried out with 20 randomly-selected teachers and 30 randomly-selected students from the three different levels: zero beginner, pre-intermediate, and intermediate. The remaining 57 teachers were included in the actual study but due to the large population of students, the questionnaires were given to a randomly selected, stratified sample of 120 students from different levels. The numbers of students chosen from each level are not equal because there are more zero beginner and pre-intermediate classes than intermediate ones. Teachers were not included in the study because the aim is to reveal the attitudes of individuals who are affected by the assessment process, but are not included in it until the day they are given the tests. The questionnaires were returned by all the students included in the actual study but seven teachers did not return their questionnaires.

Demographic information about the participants was collected by Part D of the questionnaire. In this part, there are three questions for teachers and students. Questions D1, D2, and D3 for teachers ask about their teaching experience, educational background, and the level of the students they are currently teaching. Table 1 presents demographic information about the 50 teachers who participated in the actual study.

Table 1

Demographic information about teachers

N = 50		
Teaching experience	f	%
1 to 4 years	3	6.1
5 to 8 years	7	14.3
9 to 12 years	8	16.3
13 to 16 years	9	18.4
17 to 20 years	13	26.5
more than 20 years	9	18.4
missing	1	2.0

N = 50		
Level of education	f	%
BA	35	76.1
MA	10	21.7
PhD	1	2.2
missing	4	8.0

N = 50		
Level of class currently taught	f	%
Zero Beginner	27	55.1
Pre-intermediate	19	38.8
Intermediate	3	6.1
missing	1	2.0

Note. f = Frequency, % = Percentage

Questions D1, D2, and D3 for students ask for how many years the students participating in the study have been learning English, the type of high school they graduated from, and the level of class they are currently studying in. Demographic information about students is presented in Table 2.

Table 2

Demographic information about students

N = 120		
Years of learning English	f	%
First year	31	26.1
2 to 4 years	15	12.6
5 to 7 years	17	14.3
more than 7 years	56	47.1
missing	1	0.8
N = 120		
Type of high school	f	%
State high school	22	18.5
Anatolian high school	65	54.6
Science high school	12	10.1
Private high school	3	2.5
Other	17	14.3
missing	1	0.8
N = 120		
Level of students	f	%
Zero Beginner	48	40.3
Pre-intermediate	50	42.0
Intermediate	21	17.6
missing	1	0.8
Note. f = Frequency, % = Percentage		

Instruments

As Brown and Rodgers (2002) suggest, "...language surveys can be used to answer any research questions that require exploration, description, or explanation of people's characteristics, attitudes, views, and opinions" (p. 147) and "if large scale information is needed from a great many people, questionnaires are typically a more efficient way of gathering that information" (p. 142). In this study, data were collected through parallel questionnaires for teachers and students.

After a detailed review of the literature on assessment, testing, and the impact of tests, and obtaining information about questionnaire design (Brown & Rodgers, 2002; Oppenheim, 1992), the questionnaire items were prepared. On

receiving feedback from my advisor, necessary changes were made to the questionnaire. The questionnaire consists of three main sections as well as a cover letter and an additional section to obtain demographic information. The organization of the main sections is in parallel with the sequence of research questions.

At the beginning of the questionnaire, there is a cover letter to explain the aim and the importance of the study for the institution. There is also information about the researcher as she is one of the teachers of the department. Table 3 summarizes the structure of the questionnaire and the item types. (See Appendices A and B for the complete versions of the questionnaire for teachers and students, and Appendix C for the English version of the questionnaire for students.)

Table 3

The structure of the questionnaire

PARTS (Questions)	PURPOSES	QUESTION TYPES
Part A Q. 1-27	Teachers' and students' attitudes towards assessment instruments currently used at HU Basic English Division	LS
Part B	Involvement	
Q.1	Whether teachers and students want to be involved in assessment	Y/N
Q.2	Preferred ways of involvement in assessment	MR
Q.3	Reasons for unwillingness to be involved in assessment	MR
Q.4 (for sts. only)	Whether the students want to learn more about preparation of test tasks, self-assessment, and peer assessment	Y/N
Part C	Alternative Assessment	
Q.1	Knowledge of alternative assessment	MR
Q.2	Opinions about using the given assessment instruments	Y/N
Q.3	Suitable assessment instruments for classes/levels	MR
Q.4	Reasons for unwillingness to use the given instruments	MR
Q.5	Whether teachers and students want to learn more about the given assessment instruments	Y/N
Part D	Demographic information about teachers and students	
Q.1		SR
Q.2		SR
Q.3		SR

Note. LS = Likert Scale, Y/N = Yes/No, MR = Multiple Response, SR = Selected Response

Likert scales are usually preferred for obtaining information about participants' opinions on and attitudes towards different aspects of language learning (Brown & Rodgers, 2002). Part A of the questionnaire consists of 27 Likert-scale type items. Twelve of the items were taken from a similar research study by Oğuz (2003). The other 15 items and the rest of the questionnaire were prepared by the researcher. Part A attempted to reveal teachers' and students' attitudes towards the current assessment system in the institution.

Part B was intended to explore teachers' and students' ideas about their involvement in the assessment process. In this part, there are three close-response questions with two additional open-response options, which provided the researcher with additional qualitative data: Would teachers and students like to have a more active role in the assessment process? If yes, in what ways would they like to be involved in the process? If no, what are their reasons? For students, there is an additional question to find out whether they want to learn more about the preparation of test tasks, self-assessment and peer assessment.

Part C has five close-response questions with two additional open-response options to allow the participants to give additional information. The questions address teachers' and students' opinions about using alternative assessment instruments together with tests: Which assessment instruments do teachers and students have information about? Would they like to use them or be assessed through those instruments as a supplement to tests? If yes, which ones are suitable for them? If no, what are their reasons? Would teachers and students like to learn more about the given assessment instruments?

As Oppenheim (1992) suggests, after the participants are informed about the aim of a study and they have decided to cooperate, they expect a series of

interesting questions. In order not to distract their attention, it is a good idea to put personal data questions at the end of the questionnaire. In light of this, the last section of the questionnaire, Part D was designed to obtain demographic information. This part consists of three questions for teachers and students. The questions for teachers investigated their teaching experience, their educational background, and the level of the class they are currently teaching. For students, the questions investigated the number of years they have been studying English, the type of high school they graduated from, and their language level at prep class.

Data Collection Procedures

Before the study was carried out, parallel questionnaires for teachers and students were prepared based on the literature review. The questionnaire for students was translated into Turkish. Another MA TEFL student read the Turkish version and translated it back into English. The original questionnaire was compared to its translated form to see whether there were any discrepancies between the two forms. As a result of this comparison, final modifications were made and the questionnaire was ready for piloting.

In order to carry out the pilot study and the actual distribution of the questionnaires, I contacted the head of Hacettepe University School of Foreign Languages, Prof. Dr. Güray König on 16 March 2004 to request formal permission to carry out the study. On receiving permission, the questionnaire was pilot-tested with 20 randomly-selected teachers and 30 randomly-selected students in Basic English Division, using the help of the department coordinators on 18 and 19 March. As a result of the data analysis from the pilot study, it was found that the reliability score for the teachers' questionnaire was .93 and the reliability score for the students' questionnaire was .85. The participants were asked to write

comments on the items that were not clear enough for them, and necessary changes and additions were made based on the comments.

As the next step, on 13 April, the questionnaires were given to the remaining 57 teachers and a total of 120 randomly-selected students from zero beginner, pre-intermediate, and intermediate levels. The participants were given one week to complete the questionnaires and they were asked not to put their names on the questionnaires to allow them to answer comfortably and honestly. To ensure a high rate of return from the students, the teachers were asked to give the questionnaires to the randomly selected students during their classes at any time when they were available during the week. The teachers were also asked to submit their questionnaires together with their students' questionnaires to the department coordinators. On the due date, 20 April, the returned questionnaires were taken from the department by the researcher and the data analysis process began.

Data Analysis

After the data were collected, they were compiled and analyzed using the Statistical Packages for Social Sciences (SPSS 9.05). For part A, which consists of Likert-scale type items, frequencies and Pearson chi-square values were calculated to see whether the teachers and students have the same or different attitudes towards the assessment system. For parts B and C, multiple-response analysis was used and frequencies were calculated for the selected response items. The open-response items were also examined to obtain qualitative data. For the final part, which asks for demographic information, the frequencies of the items were calculated and presented in tables. In chapter four, the data analysis results will be presented in more detail.

Conclusion

In this chapter, the methodology used to conduct the study was described in terms of its participants, the instruments used, and the procedures followed. In chapter four, a detailed analysis of the data will be presented.



CHAPTER 4

DATA ANALYSIS

Introduction

This study investigates the attitudes of teachers and students towards the assessment system used at Hacettepe University Basic English Division. The study also investigates teachers' and students' opinions about their involvement in the assessment process and about using alternative forms of assessment as well as tests.

This study answers the following research questions:

1. What are the attitudes of teachers and students towards the current assessment process at Hacettepe University Basic English Division?
2. Do teachers and students have similar or different attitudes towards the assessment system?
3. Do teachers and students want to be involved in the assessment process? If so, in what ways?
4. Do teachers and students want to use alternative forms of assessment as a supplement to tests? If so, which ones?

The results of the analysis will be presented in 3 main sections. The first section discusses Part A of the questionnaire, which investigates teachers' and students' attitudes towards the current assessment process in the institution. This section consists of three subsections, which discuss the general ideas about tests and the specific points where there is agreement between teachers and students and the specific points on which the two groups disagree with each other,

respectively. In the first subsection, items A1, 15 and 27 are included. The second subsection includes items A5, 10, 13, 14, 16, 17, 18, 19, 23, and 26. The third subsection covers items A2, 3, 4, 7, 11, 20, 21, 22, and 25.

The second section shows whether teachers and students want to be involved in the assessment process, the ways they would prefer to be involved, and the possible reasons for their unwillingness to be involved. This section covers questions B1, B2, B3, and, for students only, question B4, which asks about whether students want to learn more about testing and assessment.

In the third section, teachers' and students' opinions about the use of alternative forms of assessment is discussed. Question C1 asks which of the given assessment instruments teachers and students have information about. The purpose of question C2 is to learn whether teachers and students want to use the given assessment instruments. Through question C3, teachers and students identify suitable assessment instruments considering the level of their classes. Question C4 reveals the reasons for unwillingness to use any of the given assessment instruments. Question C5 asks whether teachers and students want to learn more about the assessment instruments they are unfamiliar with.

Attitudes of Teachers and Students towards the Current Assessment System

In this section, 27 questions in Part A of the questionnaire were analyzed. The first subsection discusses the statements which investigate general opinions about tests. These are statements A1, 15 and 27. The second subsection discusses the statements where there is an agreement between teachers and students. This subsection covers statements A5, 10, 13, 14, 16, 17, 18, 19, 23, and 26. In the third subsection, which includes questions A2, 3, 4, 7, 11, 20, 21, 22, and 25, statements

in which the two groups disagree with each other are discussed (See Appendix D for the complete results for the 27 Likert Scale items).

Overview

Statement 1 is about the regular assessment of student performance.

Statement 15 was designed to learn whether the assessment instruments currently used minimize students' test anxiety. Statement 27 investigates whether teachers and students find the assessment system satisfactory. Table 4 presents the results obtained for these statements.

Table 4

General opinions about the assessment system

Items	Group	SD	D	U	A	SA	χ^2
The assessment instruments currently used...							
1...assess students' performance regularly.	T	0	4	4	35	7	14.81**
	S	11	21	23	54	10	
15...minimize students' test anxiety.	T	3	26	10	6	5	16.43**
	S	35	31	22	21	11	
27. I find the assessment instruments currently used satisfactory.	T	0	6	11	26	6	17.23**
	S	26	20	14	41	19	

Note. SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, T = Teachers, S = Students, χ^2 = Chi-square **p ≤ .01

The majority of teachers (42) and students (64) agree on the statement that the assessment instruments currently used assess student performance on a regular basis. Teachers and students seem to think that the monthly mid-terms and the quizzes given between mid-terms at regular intervals provide regular assessment of student performance. However, more students disagree with or are uncertain about the statement than teachers, and while none of the teachers strongly disagree with the statement, 11 students show strong disagreement. The different

distribution of teachers' and students' answers among the options explains the highly significant chi-square value found for statement 1.

Statement 15 is the only statement in Part A of the questionnaire on which both the majority of teachers (29) and students (66) disagree. This statement expresses that the assessment instruments currently used minimize the students' test anxiety. A highly significant chi-square value was found in the data analysis because the distribution of the answers given by teachers and students differ among the options and the percentage of the students who chose the option 'strongly disagree' is higher than the percentage of the teachers who chose the same option. Although the students are familiar with the test tasks as will be seen in the next section, it seems that the testing situation itself cannot prevent students' test anxiety because the testing situation is quite different from the normal classroom procedure and students have no interaction with the teacher and their peers during tests. However, nearly one fourth of students (32 students) stated that the assessment instruments currently used minimize their test anxiety, which may suggest that students' familiarity with the test tasks reduces their test anxiety to a certain extent. Similar to findings in a research study by Lewkowicz (2000), it might also be thought that these 32 students are probably the students who regularly get high scores from tests, and therefore, they have no reason to be anxious about tests.

The majority of teachers (32) and the plurality of students (60) find the overall assessment system satisfactory. While only six teachers disagree with the statement, 20 students show disagreement and 26 students show strong disagreement. More students than teachers found fault with the assessment system and this can be observed in the highly significant chi-square value found for

statement 27. One student noted that if the tests currently used have the purpose of measuring grammatical knowledge, he finds them satisfactory; but, if the present system intends to develop their speaking and listening skills, it is absolutely unsatisfactory. Another student stated that although they gave a positive answer to item 27, which asks whether they find the assessment instruments currently used satisfactory, they changed their mind after seeing the other assessment instruments in Part C of the questionnaire. These results suggest that the assessment system is found to be satisfactory in itself because tests currently used do what a test should do and because teachers and students do not think about other ways to assess student performance.

General Agreement

For items A5, 10, 13, 14, 16, 17, 18, 19, 23, and 26, frequencies and Pearson chi-square values were found. Except for items 10 and 17, chi-square values for these items were found to be non-significant, which indicates similar distribution of responses between teachers and students. There is also agreement between the two groups in terms of raw data for items 10 and 17, but the distribution of teachers and students according to the given options are different, which is the reason why significant chi-square values were found for these items.

Statements 14, 16, 17, 18, and 19 are about the nature of the feedback the assessment instruments provide. The results of these questions are presented in Table 5.

Table 5

Feedback received through the assessment instruments

Items	Group	SD	D	U	A	SA	χ^2
The assessment instruments currently used...							
14...encourage student self-assessment.	T	1	12	15	15	5	8.25
	S	10	24	19	55	11	
16...allow feedback on the instruction.	T	2	2	7	32	7	8.94
	S	9	19	26	52	14	
17...give feedback on students' performance.	T	0	3	4	38	5	24.09**
	S	12	18	34	46	10	
18...allow to give/receive qualitative feedback.	T	0	3	6	28	13	7.31
	S	7	17	20	54	22	
19...provide opportunity for teacher-student dialogue	T	0	5	9	24	12	7.98
	S	15	14	18	42	28	

Note. SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, T = Teachers, S = Students, χ^2 = Chi-square **p ≤ .01

Statement 14 is about the encouragement of self-assessment through the current assessment instruments. The majority of students (66) and the plurality of teachers (20) show agreement with the statement. The numbers of teachers who agree with the statement and who are uncertain about the statement are equal. This might indicate a difference of opinion or a doubt among the teachers about what is meant by self-assessment. As for the students, since many of them do not know any kind of assessment other than assessment done by teachers or testers, self-assessment might have been interpreted as having an idea of their strengths and weaknesses by looking at their scores in different parts of mid-terms such as listening, structure, reading, and writing.

In statement 16, the majority of teachers (39) and students (66) think that the assessment instruments allow feedback on the instruction. Mid-terms and quizzes seem to provide teachers and students with information about the effectiveness of the instruction perhaps because both teachers and students have

the opportunity to observe how much of the language material is learned by students.

In statements 18 and 19, the majority of teachers (41 and 36 respectively) and students (76 and 70 respectively) think that the assessment instruments allow the teacher to give qualitative feedback and provide opportunity for teacher-student dialogue, but in fact, students mainly get scores out of mid-terms and quizzes. Therefore, this result is surprising. However, in the institution, there is the mid-term correction process; that is, after each mid-term and quiz, teachers distribute the papers to students and explain what is expected for each question, what the correct answer is and why the other options are wrong. This process might have an effect on teachers' and students' understanding of qualitative feedback and teacher-student dialogue, which possibly explains their positive attitude.

Statement 17 is about feedback on students' performance. The majority of teachers (43) and the plurality of students (56) agree with the statement but there is a highly significant chi-square value, which points to a difference in the distribution of answers given by teachers and students among the options. There are only three teachers who disagree with the statement whereas 30 students show disagreement and 34 students are uncertain. The students showing disagreement might expect feedback on their individual performances which the discussion and explanation of the questions after mid-terms and quizzes do not provide for them.

Statements 23 and 26 are about the effect of tests on teaching-learning in the classroom and the match between test tasks and classroom practices. Table 6 indicates the results of these questions.

Table 6

The relation between the test tasks and the classroom practices

Items	Group	SD	D	U	A	SA	χ^2
The assessment instruments currently used...							
23...affect teaching/learning in the classroom.	T	1	6	8	28	6	2.46
	S	7	10	19	61	21	
26. The test tasks match what is done in the classroom.	T	2	8	9	22	9	6.88
	S	14	16	10	46	33	

Note. SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, T = Teachers, S = Students, χ^2 = Chi-square

In statement 23, the majority of teachers (34) and students (82) think that tests affect teaching and learning in the classroom. When the answers given to statements 23 and 26 compared, it is difficult to determine whether the participants are talking about a positive or a negative effect. In statement 26, each group agrees on the match between the test tasks and classroom practices. Although these answers might suggest that tests have positive washback on teaching practices, it is open to question whether the tests are designed according to what is taught, or the classroom practices are arranged according to what the tests include. In fact, the idea that tests may create a positive washback is challenged by the answers given to statement 4, which is about authenticity. I will discuss the answers to statement 4 in the next subsection.

Statement 13 is about focusing on the process as well as the product while answering the test questions. This statement is similar to statement 10, which asks about the assessment of strategies while performing the test tasks. The answers given to these statements are presented in Table 7.

Table 7

Assessing the process and learner strategies in performing the test tasks

Items	Group	SD	D	U	A	SA	χ^2
The assessment instruments currently used...							
10...assess the strategies the students use in performing the tasks.	T	0	7	16	25	1	14.57**
	S	12	33	21	44	9	
13...focus on the process as well as the product.	T	1	10	11	20	5	2.15
	S	7	32	27	43	9	

Note. SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, T = Teachers, S = Students, χ^2 = Chi-square **p ≤ .01

In statement 13, the plurality of teachers (25) and students (52) agree with the statement; in other words, both groups think that tests focus on the process the students follow while performing the test tasks as well as the final product they create. Considering the fact that the students are given a single grade at the end of each test, this result is also surprising. In replying to this statement, teachers and students might have again thought about the mid-term correction process, where it is explained for what reasons a certain answer is correct and what should be considered when answering the question. This process might also explain the agreement on statement 10, which expresses that tests assess the strategies the students use while performing the test tasks. Here, the majority of teachers (26) and the plurality of students (53) replied positively. However, a highly significant chi-square value was found for this statement because of the distribution of the participants' answers across the given options. There is a substantial number of students (45) who disagree with the statement whereas only 7 out of 50 teachers disagree. Twelve students show strong disagreement but none of the teachers choose the 'strongly disagree' option. These students may have felt that the range of item types in the tests do not require them to use a comparable range of strategies to answer the items.

Statement 5 is about using the language skills integratively. Table 8 presents the answers given to the statement.

Table 8

Using language skills integratively

Items	Group	SD	D	U	A	SA	χ^2
The assessment instruments currently used...							
5...encourage using language skills integratively.	T	0	5	8	32	5	5.61
	S	4	23	24	57	11	

Note. SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, T = Teachers, S = Students, χ^2 = Chi-square

The majority of teachers (37) and students (68) agree with the statement that tests encourage students to use their language skills integratively. The reason for their positive attitude to this statement might be that each mid-term consists of four basic sections: Listening, Use of English, Reading, and Writing. Actually, students are expected to perform different tasks in each section which are not related to each other. However, because each mid-term contains listening, reading, and writing skills, both teachers and students must have thought that the tests enable students to use their language skills integratively.

General Disagreement

For items A2, 3, 4, 7, 11, 20, 21, 22, 25, frequencies and chi-square values were calculated. Except for question 7, chi-square values were found to be highly significant. This suggests quite a substantial difference in opinion between the teachers and the students for the statements. The chi-square value for question 7 was found to be significant only at the $p \leq .05$ level, which still suggests a difference in opinion between the two groups.

Statement A4 is about authenticity. This statement investigates whether the tests currently used contain items that reflect real life tasks. The results in Table 9

present the largest disagreement between teachers and students concerning items in Part A of the questionnaire.

Table 9

Authenticity

Item	Group	SD	D	U	A	SA	χ^2
The assessment instruments currently used...							
4...contain items that reflect real life tasks.	T	1	9	13	22	5	19.90**
	S	20	44	26	23	6	

Note. SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, T = Teachers, S = Students, χ^2 = Chi-square **p ≤ .01

The majority of teachers (27) agree with the statement whereas the majority of students (64) do not believe that tests contain authentic tasks. According to Bachman (1991), for a test task to be considered as authentic, there should be a correspondence between the test task and what happens in the class or in real life. Although the majority of students (79) stated in item 26 (see Table 6) that there is a match between the test tasks and what is done in the classroom, the results here show that they do not consider the test tasks to be authentic. The results suggest that, in the institution, the classroom practices are probably arranged according to what the tests include rather than designing the tests according to what is actually done in the classroom or what students need to do with the language in real life. On the part of students, another reason for not considering test tasks to be authentic might be that the students probably do not consider classroom practices to reflect real life tasks. For that reason, although they stated that there is a match between the test tasks and the classroom practices, they do not believe that the test items reflect real life tasks.

Statements A2, 3, and 7 are about autonomy in learning and learning skills.

Table 10 presents the answers given to these statements.

Table 10

Autonomy and learning skills

Items	Group	SD	D	U	A	SA	χ^2
The assessment instruments currently used ...							
2...encourage students to be active learners.	T	0	9	23	16	2	19.39**
	S	16	43	24	31	5	
3...encourage independent learning.	T	0	11	20	18	1	13.14**
	S	15	34	26	34	8	
7...encourage using problem solving skills.	T	0	10	18	16	5	9.94*
	S	12	37	25	34	11	

Note. SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, T = Teachers, S = Students, χ^2 = Chi-square ** $p \leq .01$ * $p \leq .05$

The plurality of students (59 and 49 respectively) disagree with statements 2 and 3 whereas the plurality of teachers (23 and 20 respectively) are uncertain. Statement 2 expresses that tests encourage students to be active learners and statement 3 is about the encouragement of independent learning. The absence of agreement with the statements on the part of both teachers and students suggests that written language tests prepared by the testing office and given by the teachers put students into a passive and dependent state in the assessment process. This is not surprising because to encourage students to be active and independent learners, an assessment system should involve them in the process by giving students responsibility for their own learning. This includes learning beyond the classroom by searching information from different sources. Nevertheless, with the language tests, all learners need to do is to sit down and review what is taught and study the points that might appear in the tests. It seems that for students, this does not mean active learning. As for the teachers, they might have thought that if tests encourage learners to study for the test, they may also encourage active and independent learning because students need to do revisions by themselves and studying means learning. However, they might have hesitated to agree with

statement 2 in particular because of the adjective ‘active’, thinking about the difference between learning and active learning, with active learning involving more than studying for the test.

Statement 7 investigates whether the tests encourage students to use their problem solving skills. The plurality of teachers (21) agree with the statement whereas the plurality of students (49) disagree. It seems that the teachers and the students interpreted problem solving skills differently. For the teachers, problem solving might mean being able to answer the questions or perform the tasks in tests such as finding the irrelevant sentence in a paragraph or putting sentences into the correct order to form a meaningful piece of writing. The students, however, might have thought about more complex tasks for which they can come up with individual solutions rather than questions in a test which require one single answer.

Table 11 presents teachers’ and students’ responses to the statements A11, 20, 21, 22, and 25, which are all about learner performance.

Table 11

Ability to measure learner performance

Items	Group	SD	D	U	A	SA	χ^2
The assessment instruments currently used...							
11...consider students’ individual differences in learning ability.	T	3	12	16	14	4	14.20**
	S	28	43	19	20	8	
20...show a complete and accurate picture of the language ability of students.	T	0	6	20	18	6	28.42**
	S	23	43	26	23	5	
21...assess student performance accurately.	T	0	3	21	19	6	23.14**
	S	15	37	31	30	6	
22...assess student performance fairly.	T	0	3	13	27	7	24.72**
	S	14	33	32	27	14	
25. There is a match between test scores and students’ language ability.	T	0	9	18	19	3	17.92**
	S	28	23	20	40	8	

Note. SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, T = Teachers, S = Students, χ^2 = Chi-square **p ≤ .01

Statement 11 states that tests take students' individual differences in learning ability into consideration. Statement 20 expresses that tests show a complete and accurate picture of the language ability of students. The majority of students (71 and 66 respectively) disagree with these statements whereas the plurality of teachers (18 and 24 respectively) show agreement. Both teachers and students seem to have given consistent answers to these two statements. From the point of view of the students, for example, it might be said that a test which does not take individual differences into consideration cannot give a correct picture of the language ability of each student because some students may have difficulty with certain test tasks such as doing cloze tests. This may not show that these students have problems with the structures or vocabulary asked via this specific test task. The reason why the plurality of teachers show agreement with statement 11 could be the item types the tests contain. A variety of item types is used in each mid-term, and this may have led the teachers to think that there are different kinds of questions that allow each individual learner to show their language ability.

A similar kind of disagreement between teachers and students can be observed in statements 21 and 25, where the plurality of teachers (25 and 22 respectively) agree with the statements but the plurality of students (52 and 51 respectively) disagree. Statement 21 is about assessment of student performance accurately by means of tests. Students who do not think that tests show a complete and accurate picture of their language ability, are naturally not expected to believe that tests can assess their performance accurately. As a result, as can be seen in statement 25, they also think that there is not an agreement between their test scores and what they can do with the language. In general, students seem to think that despite the variety of items and tasks they contain, the tests fail to reflect their

real language ability and performance. The disagreement between teachers and students is remarkable because it suggests that while teachers assume they know all about a specific student's language performance with the help of tests, students might feel they need other means to give their teacher the full picture of their ability and performance.

The majority of teachers (34) agree with statement 22, thinking that tests assess their students' performance fairly. The plurality of students (47) disagree with the same statement. There may be a logical relation between the answers the students give to statement 11, statement 20, and statement 22. Students may think that an assessment which does not take individual differences into consideration cannot be a fair assessment. Similarly, they may think that a test which does not allow them to show their real language performance cannot assess them fairly. Teachers might have interpreted statement 22 from a different point of view. In the institution, during the tests, testers and teachers are careful to ensure that all classes and all students are taking the test under the same conditions. If it is decided, for example, to explain a difficult instruction in L1, all teachers are informed about the decision and they do the same thing. After each mid-term, a meeting is held to decide which alternative answers from the students should be accepted. These practices might have had a strong effect on teachers and led the majority of them to agree with the statement that the currently used instruments assess students' performance fairly.

Teachers' and Students' Opinions about Their Involvement in the Assessment Process

This section attempts to find out whether teachers and students want to be involved in the assessment process and the ways they would prefer to be involved.

In this section, questions that constitute Part B of the questionnaire were analyzed. The section covers questions B1, B2 and B3. Students were also expected to answer an extra question, question B4, which asks about their interest in learning about test preparation, and self and peer assessment. Questions B1 and B4 are selected response type. For question B1, frequencies and Pearson chi-square values were calculated, while for question B4, frequencies only were calculated. To analyze the results for questions B2 and B3, multiple response analysis was used and frequencies and percentages are reported. For each multiple response question, there is an 'others' option which was designed to allow the participants to write additional information other than the given options. The participants also used these options and the spaces on the questionnaire paper to make comments on the assessment system, which provided the researcher with additional, qualitative data.

Question B1 asks whether teachers and students want to take a more active role in the assessment process. The results were presented in Table 12.

Table 12

Teachers and students opinions about being involved in the assessment process

Item	Group	n	Yes	No	χ^2
B1. Would you like to have a more active Role in the assessment process?	T	50	16	34	30.91**
	S	118	91	27	

Note. n = Number of the participants responding, T = Teachers, S = Students, χ^2 = Chi-square
 **p ≤ .01

A highly significant chi-square value was found as a result of the analysis. There is a difference in opinion between teachers and students in relation to participating in the assessment process. While the majority of teachers (34) are not willing to be involved in the process, the majority of students (91) want to take a more active role.

Question B2 was designed for the participants who gave a positive answer to question B1. This question investigates the possible ways of involvement in the assessment process. The participants were allowed to choose more than one option. Table 13 presents the results obtained from 16 teachers and 91 students who want to be involved in the assessment process.

Table 13

Preferred ways of involvement

<u>Item</u>	<u>Group</u>	<u>Count</u>	<u>%</u>
B2. If YES, in what ways would you like to be involved in the assessment process?			
B2.a. I would like the testing office to ask for my opinion about tests and test tasks	T	15	93
	S	73	80
B2.b. I would like to be directly involved in the preparation of tests.	T	2	12
	S	27	29
B2.c. I would like to be involved in the process through teacher assessment in the classroom.	T	10	62
(For students): I would like to be involved in the process through self and peer assessment in the classroom.	S	62	68
B2.d. Others	T	0	0
	S	9	9

Note. T = Teachers (n = 16), S = Students (n = 91), % = Percentage

B2.a is the most frequently chosen option by teachers and students. Both groups of participants who want to be involved in the process would like the testing office to ask for their opinions about tests and test tasks. The second most frequently chosen option is B2.c, which indicates that these teachers and students would like to use classroom assessment in addition to the tests prepared by the testing office. The choice of these two options suggests that teachers and students want to have some input into the assessment system. However, for both groups, the least frequently chosen option is B2.b, which is about the direct involvement in the preparation of tests. Since tests are prepared by the testing office at present,

teachers might have thought that involvement in the preparation of tests means working in the testing office. Most teachers in the Basic English Division are unwilling to work in the testing office because this prevents them from actively teaching in the classroom and the work load is heavy. In fact, this is confirmed by a sentence written by one of the teachers in item B3.d. This teacher stated that she likes being in the classroom and teaching. As for students, even though this option was chosen 27 times, it is still the least frequently chosen option, perhaps because the involvement of students in the preparation of tests almost never occurs in Turkish educational contexts. Students are totally unfamiliar with this kind of a process and for most of them, the idea might even have seemed to be strange. One student noted that tests should be prepared by experts. Another student stated that they cannot prepare tests because they think that they cannot be fair.

Question B3 was designed for teachers and students who do not want to be involved in the assessment process. This question investigates the reasons for the participants' unwillingness to take an active role. The results from 34 teachers and 27 students can be seen in Table 14.

Table 14

Reasons for the unwillingness to be involved

<u>Item</u>	<u>Group</u>	<u>Count</u>	<u>%</u>
B3. If NO, please give your reasons.			
B3.a. I find the present system satisfactory.	T	20	58
	S	11	40
B3.b (for students). I don't know enough about	T	17	50
B3.c (for teachers). testing and assessment.	S	22	81
B3.b (for teachers). This will be an extra burden on me.	T	15	44
B3.c (for students). I have no idea about self and peer assessment.	S	8	29
B3.d. Others	T	1	2
	S	3	11

Note. T = Teachers (n = 34), S = Students (n = 27), % = Percentage

The most frequently stated reason for not becoming further involved on the part of teachers is that they are satisfied with the present system. These teachers seem to want to leave the preparation of tests to the testing office. Secondly, the teachers stated that they do not know enough about testing and assessment. It can be said that there is a connection between the answers given to this option and to the option B2.b in the previous table, which asks about the direct involvement in the preparation of tests. Option B2.b was chosen only twice by the teachers who want to be involved in the assessment process and in addition to the possible reasons given above, lack of knowledge about testing and assessment might be another reason for teachers for not choosing option B2.b. For students, lack of knowledge about testing and assessment is the primary reason for their unwillingness to take an active role in the assessment process. In item B3.d, one student stated that they do not have the necessary ability to prepare test questions and, therefore, this should be done by teachers. If it is considered that 27 out of 120 students stated that they do not want to be involved in the process and option B3.c was chosen 22 times, it can be said that these students might have a different opinion if they were knowledgeable about testing and assessment. This is confirmed by their answer to question B4.

Question B4 was designed only for students. The purpose of this question is to investigate whether students want to learn about testing and assessment. The result of this question is presented in Table 15.

Table 15

Students' willingness to learn about testing and assessment

Item	n	Yes	%	No	%
B4. If you don't know enough about test preparation, self-assessment and peer-assessment, would you like to learn more about them?	103	89	86	14	13

Note. n = Number of the students responding, % = Percentage

The majority of students have positive attitudes towards learning more about testing and assessment. Out of 103 students who answered the question, 89 of them are willing to being trained about test preparation, self and peer assessment. The students who do not want to take an active role in the assessment process most frequently stated that they do not know enough about testing and assessment. For the students who are willing to take an active role, being involved in the assessment process through self and peer assessment is the second most frequently chosen option. In light of this, it might be said that the positive answer given by 89 students includes both learning about test preparation and learning about self and peer assessment.

Teachers' and Students' Opinions about Using Alternative Forms of Assessment

The purpose of this section is to investigate whether teachers and students are familiar with the given alternative forms of assessment and to ask for their opinions about using the given forms of assessment. The section covers questions C1, 2, 3, 4, and 5. Questions C2 and C5 are selected response type and for these questions, frequencies and Pearson chi-square values were calculated. The results for questions C1, C3, and C4 were analyzed through multiple response analysis, and frequencies and percentages are presented.

Question C1 asks whether teachers and students know about different alternative assessment instruments. Table 16 presents the results obtained from the participants.

Table 16

Participants' knowledge about alternative assessment instruments

<u>Item</u>	<u>Group</u>	<u>Count</u>	<u>%</u>
C1. Which of the following do you have information about as a form of assessment?			
C1.a. group projects	T	31	62
	S	83	69
C1.b. response journals	T	9	18
	S	39	32
C1.c. student presentations	T	34	68
	S	61	50
C1.d. poster presentations	T	14	28
	S	21	17
C1.e. oral interviews	T	36	72
	S	63	52
C1.f. portfolios	T	19	38
	S	0	0
C1.g. role-plays	T	36	72
	S	73	60
C1.h. discussions	T	32	64
	S	94	78
C1.i. written assignments	T	46	92
	S	104	86
C1.j. others	T	0	0
	S	3	2

Note. T = Teachers (N = 50), S = Students (N = 120), % = Percentage

According to the results, teachers are most familiar with written assignments, oral interviews, and role-plays. They have much less information about response journals, poster presentations, and portfolios as forms of assessment. Students, on the other hand, selected written assignments, discussions, and group projects as the most commonly known assessment instruments. None of the students has heard of portfolios as a form of assessment and they are not very knowledgeable about poster presentations.

Question C2 investigates teachers' and students' opinions about using the given assessment instruments together with tests in grading the students. The answers given to this question can be seen in Table 17.

Table 17

Participants' opinions about using alternative forms of assessment

Item	Group	n	Yes	No	χ^2
C2. Would you like to use/to be assessed by any of these assessment instruments as a supplement to tests?	T	49	39	10	0.08
	S	119	97	22	

Note. n = Number of the participants responding, T = Teachers, S = Students, χ^2 = Chi-square

The chi-square value for this question was found to be non-significant. Unlike their disagreement on being involved in the assessment process, the majority of teachers (39) and students (97) agree on using alternative forms of assessment as a supplement to tests.

When compared to Table 12, Table 17 presents an interesting result on the part of teachers. Even though only 16 teachers want to be involved in the assessment process, a much larger number of them (39 teachers) want to use alternative forms of assessment, which require a great deal of teacher involvement. The given assessment instruments are all different types of classroom assessment through which the teacher, not the testing office, is expected to assess their own students. The teachers who want to use these assessment instruments were expected to choose option B2.c, which states that they would like to be involved in the assessment process through teacher assessment in the classroom but many did not.

The reason for the confusion might be that, as explained in the previous section, taking an active role in the assessment process was probably interpreted by teachers as working as a tester. The layout of the questionnaire might also have

confused the teachers. There are two separate parts for involvement and alternative forms of assessment, which perhaps led them to think that involvement in the process and using classroom assessment are two different and unrelated concepts.

Question C3 was designed for the teachers and students who have a positive attitude towards using alternative assessment forms. The participants were asked to choose the assessment instruments suitable for the level of their classes. Table 18 presents the results obtained from 39 teachers and 97 students.

Table 18

Assessment instruments preferred by teachers and students

Item	Group	Count	%
C3. If YES, which ones do you find most suitable for your students' level/for your level?			
C3.a. group projects	T	25	64
	S	67	69
C3.b. response journals	T	8	20
	S	27	27
C3.c. student presentations	T	29	74
	S	56	57
C3.d. poster presentations	T	9	23
	S	16	16
C3.e. oral interviews	T	12	30
	S	40	41
C3.f. portfolios	T	8	20
	S	0	0
C3.g. role-plays	T	21	53
	S	55	56
C3.h. discussions	T	15	38
	S	72	74
C3.i. written assignments	T	25	64
	S	70	72
C3.j others	T	0	0
	S	4	4

Note. T = Teachers (n = 39), S = Students (n = 97), % = Percentage

Student presentations, group projects, and written assignments are the most frequently chosen options by teachers. The least preferred assessment instruments

by teachers are response journals, portfolios, and poster presentations. According to the results presented in Table 16, these three assessment instruments are also the ones teachers have the least information about. Therefore, teachers might not have chosen response journals, portfolios, and poster presentations because they are unfamiliar with these assessment instruments, not because these assessment instruments are unsuitable for their students' level.

Discussions, written assignments, and group projects are the most preferred assessment forms by students. They do not seem to prefer to be assessed by portfolios, poster presentations, and response journals. It appears that students also prefer to be assessed by the instruments they know about and that they have ignored the assessment instruments they are not familiar with.

The main purpose of this section was to allow teachers and students to choose the most suitable assessment instruments for the level of their classes. However, it seems that because the participants do not have information about many of these assessment forms, they are unable to identify all the assessment forms that can be used for their level. If, for example, students at a certain level believe that they can prepare group projects, which is quite a complex task, they must also be able to write response journals. Therefore, lack of knowledge about all these assessment forms seemed to lead them to choose only the ones they are familiar with.

Question C4 was designed for the participants who might not want to use the given assessment instruments and, like question B3, it investigates possible reasons for their unwillingness. Table 19 presents the related answers obtained from ten teachers and 22 students.

Table 19

Reasons for the unwillingness for using alternative forms of assessment

Item	Group	Count	%
C4. If NO, please give your reasons.			
C4.a. I find the current assessment instruments satisfactory.	T	4	40
	S	8	36
C4.b. (for students) None of them is suitable for	T	5	50
C4.c. (for teachers) my/my students' level.	S	2	9
C4.b. (for teachers) This will be an extra burden on me.	T	6	60
C4.c. (for students) I don't know enough about these	T	2	20
C4.d. (for teachers) assessment instruments.	S	6	27
C4.d. (for students) Others	T	0	0
C4.e. (for teachers)	S	3	13

Note. T = Teachers (n = 10), S = Students (n = 22), % = Percentage

For the ten teachers who do not want to use alternative assessment forms, the most frequently chosen option is C4.b, which states that using alternative assessment forms will be an extra burden on them. Secondly, they think that none of these assessment forms are suitable for their students' level. The five teachers who selected this option are all teaching Zero Beginner Level students and it seems that they do not consider even written assignments suitable for their students' level.

The minority of students (22) who do not want to be assessed by these instruments most frequently stated that they are content with the mid-terms and quizzes currently used. Option C4.c is the second most frequently chosen option by the students. This option states that students do not know enough about the given assessment instruments and naturally, they are unwilling to be assessed by instruments they have almost no information about.

Question C5 was designed for both teachers and students and the purpose of this question is to investigate whether the participants want to learn more about alternative forms of assessment. The results are presented in Table 20 below.

Table 20

Participants' willingness to learn about alternative forms of assessment

Item	Group	n	Yes	No	χ^2
C5. If you don't know enough about any of the given assessment instruments, would you like to learn more about them?	T	27	19	8	2.04
	S	72	60	12	

Note. n = Number of the participants responding, T = Teachers, S = Students, χ^2 = Chi-square

The chi-square value for this question was found to be non-significant. Only 27 teachers and 72 students answered this question. From the participants who gave an answer, the majority of teachers (19) and the majority of students (60) want to learn more about the assessment forms they are unfamiliar with. In fact, for teachers and students to identify the assessment instruments suitable for the level of their classes, first, it is necessary to inform them about these alternative forms of assessment. It is important to notice that the majority of teachers (39) and the majority of students (97) want to use the given assessment instruments and that both teachers and students are also ready to learn more about these assessment forms.

Conclusion

In this chapter, the detailed analysis of the results obtained from the data was presented in three main sections: attitudes of teachers and students towards the current assessment system used in the institution, opinions of teachers and students about their involvement in the assessment process, and opinions of

teachers and students about using alternative forms of assessment as a supplement to tests.

In the next chapter, the major findings of the study will be presented and discussed along with pedagogical implications, the limitations of the study, and research implications.



CHAPTER 5

CONCLUSION

Introduction

This study investigated the attitudes of teachers and students towards the assessment system used at Hacettepe University Basic English Division. The study also aimed to learn teachers' and students' opinions about their involvement in the assessment process and about using alternative forms of assessment.

This study addressed the following research questions:

1. What are the attitudes of teachers and students towards the current assessment process at Hacettepe University Basic English Division?
2. Do teachers and students have similar or different attitudes towards the assessment system?
3. Do teachers and students want to be involved in the assessment process? If so, in what ways?
4. Do teachers and students want to use alternative forms of assessment as a supplement to tests? If so, which ones?

In this chapter, the major findings of the study will be reported and discussed. The chapter will also present pedagogical implications drawn from the findings, the limitations of this study, and suggestions for further studies.

Discussion of Findings

The major findings of the study will be reported in three sub-sections: attitudes of teachers and students towards the assessment system, opinions of

teachers and students about their involvement in the assessment process, and their opinions about the use of alternative assessment.

Attitudes towards the Assessment System

The analysis of the results revealed that the majority of teachers (32 out of 50) and the plurality of students (60 out of 120) find the assessment system currently used satisfactory. There are specific points about the system where teachers and students agree and disagree with the statements used to measure their attitudes and also with each other. Overall, the students show more disagreement with the statements than the teachers.

Both teachers and students agree that the assessment system provides them with feedback, that it focuses on the process as well as the product of learning, that it assesses learner strategies, that skills are integrated and that test tasks match with what is done in the classroom. In fact, the assessment instruments used in the institution are mid-terms and quizzes through which students get a single grade. It is difficult for such a system to give feedback other than test scores. As Allan (1999), Bailey (1996), Brown (1998), and Genesee (2001) state, feedback includes qualitative measures such as notes on written work, oral critiques, or teacher conferences, and these are much more meaningful and informative than the marks and grades that are the typical products of tests. However, in the institution, the exam questions are discussed in the classroom after each mid-term and quiz, and the teacher explains what is expected on each question. This process might have caused the participants to interpret feedback differently from how it is described in the literature.

For an assessment system to focus on the process and learner strategies, the system should enable teachers to assess "...certain qualities which cannot be

assessed in any other way: namely, effort, persistence, and attitude” (Heaton, 1990, p. 116). In standardized tests, students are assessed according to the number of correct answers they give. For that reason, it is difficult to say that tests focus on the processes and strategies used by learners. The effect of the mid-term correction process can again be seen influencing the positive answers given by teachers and students because the teacher explains why a certain answer is correct and why others are not.

Teachers and students also agree that the tests encourage using language skills integratively. According to Genesee (2001), Heaton (1990), McNamara (2000), and O’Malley and Pierce (1996), the skills of listening, speaking, reading, and writing need to be used at the same time in performing authentic tasks only for assessment to be integrative and tests do not make this possible. The organization and content of mid-terms might have affected participants’ interpretations because each mid-term has Listening, Use of English, Reading and Writing sections but these sections are designed separately from each other. Therefore, it can hardly be said that students use these skills integratively in the tests.

The participants show agreement on the match between the test tasks and what is done in the classroom. This is actually true because students never encounter an unfamiliar test task in mid-terms and quizzes. However, many classroom practices are arranged according to what will appear in the test. If it is decided to use a test task such as a cloze for the first time, for example, teachers are provided with supplementary material on cloze tests to use in the classroom before the test. In his argument on authenticity, Bachman (1991) states that there should be a correspondence between the test tasks and the classroom activities. Language tests are not necessarily considered to be authentic; in other words, they

do not necessarily match with what happens in the class or in real life. Tests should be designed according to the students' real life needs and according to the classroom practices in order to promote authenticity. If the opposite is done, it may still be possible to see a match between the test tasks and classroom tasks but the test is hardly considered to be authentic. In fact, this is confirmed by the participants' answers to the question about the authenticity of the tests used in the institution. Despite their agreement on the match between test and classroom tasks, there is a great disagreement between teachers and students on the idea that tests contain items that reflect real life tasks. While the majority of teachers (27) agree with the idea, the majority of students (64) do not consider the test tasks to be authentic.

There are differences between the descriptions of the terms in the literature and their interpretation by the participants. Nevertheless, their positive attitude towards the given statements reveals the strengths that the tests currently used have. The mid-term correction process has a very positive effect on teachers and students. Students are familiar with all kinds of test tasks. Although speaking is not assessed and students cannot use the other skills integratively, they are given the opportunity to show their ability in different language skills such as listening, reading, and writing.

Teachers and students have differences in opinion on statements about autonomy and learning skills, and measuring learner performance accurately and fairly. Students do not believe that the tests encourage active and independent learning. While teachers might think that tests cause students to study and learn outside the classroom, it appears that students may want more autonomy in

learning and don't necessarily want their learning to be restricted or shaped by tests.

Unlike the teachers, the students also do not believe that they can show their true language performance through tests. In today's understanding of assessment, the characteristics of assessment procedures, the characteristics of learners, and how learners approach the procedures should be taken into account when measuring language ability (Bachman, 1991; Shohamy, 1997; Shohamy, 2001). The students in this study seem to think that the tests do not take their individual differences into consideration and so, cannot measure their performance accurately and fairly.

The disagreement shown by students with statements about autonomy and learning skills, and learner performance reveals the weaknesses of the tests currently used. Although the tests used in the institution have certain strengths, they are, by their nature, unable to assess certain points like active and independent learning, problem solving skills, and the individual performances of students, which suggests that they should be supplemented by other forms of assessment. It is important to note that this is not a comment on the quality of the specific tests used in the institution but about the nature of tests in general. This is confirmed by the fact that, overall, both teachers and students find the tests used in the institution satisfactory.

Teacher and Student Involvement in the Assessment Process

The analysis of the data revealed that the majority of students (91) want to be involved in the assessment process while the majority of teachers (34) do not want to take an active role. However, teachers contradicted themselves with their

positive answer to the question about the use of alternative assessment in the classroom.

As Bachman and Palmer (1996) and Hamp-Lyons (1997) state, students are an important component of the assessment process but their views are usually ignored. If they are given the opportunity to give their opinion about tests and the impact of tests on their lives, they may develop a positive attitude towards tests. The students participating in this study support this view. When compared to teachers, they have a more negative attitude towards the assessment system and those who want to be involved in the assessment process mostly want the testing office to ask for their opinion about the tests and test tasks. Students and teachers who want to be involved in the process also want to use classroom assessment together with tests.

The teachers and students who do not want to take a more active role in the assessment system stated that the major reasons for their unwillingness is their satisfaction with the system and their lack of knowledge about testing and assessment. Also, as Lewkowicz (2000) found in a research study, the students who are satisfied with the assessment system might be the students who usually get top scores from mid-terms and quizzes. However, even for those who want to be involved, involvement in the preparation of tests is the least preferred option. It seems that the participants think that tests should be prepared by professionals in the area and they leave the preparation of tests to the testing office.

The Use of Alternative Assessment

The results of the data analysis revealed that the great majority of teachers and students (39 out of 50 teachers and 97 out of 120 students) want to use alternative assessment forms as a supplement to tests. There seems to be a

contradiction in the teachers' answers to this section and the previous one about involvement. While the majority of teachers (34) stated that they do not want to take an active role in the assessment process, here, the majority (39) want to use alternative assessment forms which require teacher assessment in the classroom. Alternative forms of assessment are different from tests that can be prepared by a testing office and using these forms requires teachers to take an active role in assessing their own students. The results obtained from both sections suggest that actually teachers do want to be involved in the process but they initially interpreted involvement only as preparing tests by working in the testing office and they gave a negative answer to the question about involvement.

Teachers and students who want to use alternative assessment were asked to choose suitable assessment forms for their classes. Surprisingly, both teachers and students prefer to use written assignments, group projects, student presentations and discussions most. Their enthusiasm about using alternative assessment and their agreement in choosing the above assessment instruments suggest that there is a strongly felt need to assess students' productive skills, especially speaking.

The results also revealed that the assessment instruments already commonly known by teachers and students and the most preferred ones are almost the same. The participants have very little idea about some alternative forms of assessment. Therefore, they might have been unable to identify other suitable assessment instruments because they do not know enough about them. According to the results obtained, the majority of teachers and students (19 out of 27 teachers, and 60 out of 72 students) who answered the question are willing to learn more about the assessment instruments they are not familiar with.

Pedagogical Implications

This study was carried out within a particular institution, Hacettepe University Basic English Division. The pedagogical implications drawn from the findings mainly concern the curriculum unit of the institution, the testing office and academic coordinators in particular.

According to the findings, tests carry out their duty well within themselves and teachers and students do not want to take an active role in preparation of tests. Therefore, the testing office should continue the task of preparing tests. However, paper and pencil tests by their nature fail to give a complete picture of the language performance of students. The findings strongly suggest that alternative forms of assessment should be implemented to supplement tests.

Being generally satisfied with the system does not mean that teachers and students do not want to have any input into the assessment system. It is important for the testing office to ask for both teachers' and students' opinions before and after administering any kind of assessment. Students are an important component of the system and the results of this study revealed that they are able to make thoughtful judgments about the way they are assessed. Their opinions about the assessment system should be valued together with the opinions of their teachers.

Both teachers and students are open to being trained on the assessment forms they do not know about. There should be in-service training for teachers on the assessment instruments they are not familiar with. Then, teachers should be given space in the curriculum to train their students on the new assessment forms. It is important to note that students are also willing to learn about test preparation, self-assessment and peer assessment. Self and peer assessment are important

components of alternative assessment and they encourage autonomy and independent learning, which the current assessment methods fail to do (Bachman, 2000; Beaman, 1998; Brown, 1998; McNamara, 2000; O'Malley & Pierce, 1996; Smolen, Newman, Wathen & Lee, 1995).

Alternative forms of assessment are rejected by 10 out of 50 teachers and for these teachers, the primary reason is that this kind of assessment will be an extra burden on them. In order to encourage these teachers to use alternative assessment, and not to frustrate those who are willing to use it, the testing office should support teachers in practical matters related to alternative assessment, such as supplying them with good criteria, explaining the use of criteria, and giving options for choosing suitable assessment tasks. As suggested in the literature (Brindley, 2001a, b; Genesee, 2001; O'Malley & Pierce, 1996), in the adoption of alternative assessment by institutions, professional development, materials development, and rater training are critical matters. If these issues are not considered carefully, there is also the danger of making wrong decisions about students through the use of alternative forms of assessment which might otherwise be very effective and informative assessment instruments.

Limitations of the Study

Parallel questionnaires for teachers and students were chosen as the main research instrument of this study because as Brown and Rodgers (2002) suggest, "if large scale information is needed from a great many people, questionnaires are typically a more efficient way of gathering that information" (p. 142). However, the analysis of the data revealed that the participants might have interpreted some of the statements in the questionnaire differently from what was intended. There are also contradictions in the participants' answers as can be seen between the

sections about involvement and alternative assessment. In order to reveal their understandings of terms, such as feedback, integration of skills, learner strategies, and active and independent learning, and to make points clearer for them, the questionnaires could have been supported by interviews or group meetings. Time limitations prevented the researcher from making this triangulation of research methods.

Present testers in the institution could also have been interviewed on their ideas about teacher/student involvement in the assessment process and the use of alternative assessment. It was thought that the testers are already within the process and the idea was to ask the opinions of those who are not currently involved in it. Nevertheless, the implementation of alternative assessment would affect the testers as well because they would be expected to support teachers in the administration of the new assessment methods.

Suggestions for Further Studies

This study investigated teachers' and students' attitudes towards the assessment instruments currently used, which are mid-terms and quizzes.

According to the results, there is a need to implement alternative assessment to complement the tests currently used. In further studies, teachers' and students' attitudes towards the alternative assessment instruments, which are implemented can be investigated. In this way, it would be possible to compare the strengths and weaknesses of the two assessment methods and to see how well they complement each other.

During the implementation of alternative assessment, observations can be done to see whether there are differences in the administration of alternative

assessment methods among classes and/or to identify possible problems with the implementation.

The majority of students (89 out of 120) are willing to be trained in test preparation as well as in self and peer assessment. A pilot program can be carried out to teach students how to prepare test questions and to allow the use of these questions as part of quizzes or mid-terms. Then, their ideas about direct involvement in the assessment process can be reinvestigated to see whether there is a change in their opinion.

Similar studies can be done in other institutions to learn about attitudes towards the present assessment systems there and ideas about involvement and alternative assessment. If teachers, students, and the administration of other institutions are ready, this might open the door for the addition of new and effective assessment instruments to the currently used ones. Through such studies, it is also possible to learn how much teachers and students in other institutions know about new assessment instruments, self and peer assessment and whether there is a need for training them in the use of these assessment forms. In this way, it may be possible to increase the quality of assessment systems across educational institutions.

Conclusion

The findings of this research revealed that teachers and students at Hacettepe University Basic English Division are generally satisfied with the quality of tests used in the institution. They do not want to take an active role in the preparation of tests but would prefer to be involved in the assessment process by giving their opinions about tests and test tasks. The results also revealed that alternative forms of assessment should be implemented to compensate for the

perceived weaknesses of the current tests and to increase the validity and reliability of student assessment through the use of multiple assessment methods.

However, in order to use alternative assessment in the most effective way, the first step to be taken is to train teachers and students in the use of the new assessment forms. It is an advantage for the institution that its teachers and students are willing to learn more about them.



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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

DEAR COLLEAGUES,

This questionnaire is prepared to find out your attitudes towards the current assessment system at Hacettepe University, School of Foreign Languages, Department of Basic English. It is also intended to have your opinions about your involvement in the assessment process and using alternative forms of assessment to supplement language tests in order to measure your students' achievement and progress. The questionnaire is the main instrument of a master's thesis. The researcher is one of the teachers of the department who has been working here for 15 years. Your answers are valuable not only for the researcher herself, but also for the institution because they will help to reveal the strengths and the weaknesses of the existing system and, if necessary, to make new decisions about it.

You are not required to put your name on the questionnaire but some information is needed to classify your answers and to make statistical comparisons. You will find the relevant section at the end of the questionnaire. Thank you very much for devoting your time and thinking in answering the questions.

Çiğdem Gökhan

PART A: Please choose only one answer for each statement by putting a tick (✓) in the relevant box.

Teachers' attitudes towards assessment instruments (tests: mid-terms and quizzes) currently used at HU / SFL / DBE.	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	2	3	4	5
The assessment instruments currently used.....					
1...allow me to assess my students' performance on a regular basis.					
2...encourage my students to be active learners.					
3...encourage independent learning on my students' part.					
4...contain items that reflect real life tasks.					
5...encourage my students to use their language skills integratively.					
6...enable my students to work collaboratively.					
7...encourage my students to use their problem-solving skills.					
8...allow me to find out what my students can DO WITH the language, RATHER THAN what they KNOW ABOUT the language.					

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	2	3	4	5
9...measure my students' productive skills.					
10...allow me to assess the strategies my students use in performing the assessment tasks.					
11...take my students' individual differences in learning ability into consideration.					
12...increase my students' motivation for learning.					
13...focus on the process my students follow while performing the tasks as well as the final product they create.					
14...encourage student self-assessment.					
15...minimize my students' test anxiety.					
16...allow me to receive feedback on my instruction.					
17...allow me to receive feedback on my students' performance.					
18...allow me to give qualitative feedback (feedback in words, not only in scores) to my students.					
19...provide opportunity for student-teacher dialogue.					
20...give me a complete and accurate picture of the language ability of my students.					
21...allow me to assess my students' performance accurately.					
22...allow me to assess my students' performance fairly.					
23...affect my teaching in the classroom.					
24...reflect my thinking about language teaching and learning.					
25. There is an agreement between my students' test scores and what they are actually able to do with the language.					
26. The tasks in tests match what I actually do in the classroom.					
27. I find the assessment instruments currently used satisfactory.					

PART B: Please put a tick (✓) for relevant answers. For your answers, choose either 'YES' or 'NO' category; please don't use both.

1. Would you like to have a more active role in the testing and assessment process for your students?

Yes ()

No ()

2. If **YES**, in what way(s) would you like to be involved in the assessment process? You can tick more than one box.

a. I would like the testing office to ask for my opinion about tests and test tasks. ()

b. I would like to be directly involved in the preparation of tests. ()

(this doesn't mean working in the testing office)

c. I would like to be involved in the assessment process through teacher assessment in the classroom. ()

(using the assessment forms listed in Part C)

d. Others (please specify)

3. If **NO**, please give your reason(s). You can tick more than one box.

a. I find the present system satisfactory. ()

b. This will be an extra burden on me. ()

c. I don't know enough about testing and assessment. ()

d. Others (please specify)

PART C: Please put a tick (✓) for relevant answers. For questions 2,3,4, and 5, choose either 'YES' or 'NO' category; please don't use both.

1. Which of the following do you have information about as a form of assessment? Please tick the relevant boxes.

a. group projects ()

f. portfolios ()

b. response journals ()

g. role-plays ()

c. student presentations ()

h. discussions ()

d. poster presentations ()

i. written assignments ()

e. oral interviews ()

j. others (please specify)

2. Would you like to use any of them in grading your students as a supplement to tests?

Yes ()

No ()

3. If **YES**, which ones do you find most suitable for your students' level? Please tick the relevant boxes.

a. group projects ()

f. portfolios ()

b. response journals ()

g. role-plays ()

c. student presentations ()

h. discussions ()

d. poster presentations ()

i. written assignments ()

e. oral interviews ()

j. others (please specify).....

4. If **NO**, please give your reason(s). You can tick more than one box.

- a. I find the tests currently used satisfactory for grading my students. ()
- b. This will be an extra burden on me. ()
- c. None of them is suitable for my students' level. ()
- d. I don't know enough about these assessment instruments. ()
- e. Others (please specify)

5. If you don't know enough about any of the given assessment instruments, would you like to learn more about them?

Yes ()

No ()

PART D: Now, to help me classify your answers and make statistical comparisons, would you please tick (✓) the relevant answers for:

1. The total years of your teaching experience:

- | | | | |
|------------------|-----|-----------------------|-----|
| a. 1 to 4 years | () | d. 13 to 16 years | () |
| b. 5 to 8 years | () | e. 17 to 20 years | () |
| c. 9 to 12 years | () | f. more than 20 years | () |

2. Your level of education:

- a. BA () (Field:.....)
- b. MA () (Field:.....)
- c. Ph.D. () (Field:.....)

3. The level of the students you are currently teaching:

- a. Zero Beginner/Zero beginner fast ()
- b. Pre-intermediate/ Pre-intermediate fast ()
- c. Intermediate ()

Thank you very much for your cooperation and contributions.

APPENDIX B
QUESTIONNAIRE FOR STUDENTS

SEVGİLİ ÖĞRENCİLER,

Bu anket, Hacettepe Üniversitesi Yabancı Diller Yüksek Okulu, İngilizce Hazırlık Birimi'nde akademik dönem içerisinde uygulanan sınav sistemine olan tutumunuzu öğrenmek üzere hazırlanmıştır. Anket, aynı zamanda sınav sürecine dahil olmanız konusundaki görüşlerinizi ve dil öğrenmedeki başarınız ve gelişiminizi ölçmek amacıyla, yazılı sınavların yanı sıra diğer ölçme araçlarının kullanımı konusundaki görüşlerinizi de almayı hedeflemektedir. Bu anket, bir master tezinin başlıca ölçme aracıdır. Araştırmayı yapan kişi, 15 yıldır hazırlık biriminde okutman olarak çalışmaktadır. Vereceğiniz cevaplar, sadece araştırmacının kendisi için değil, aynı zamanda kurum için de önemlidir. Çünkü şu anda kullanılmakta olan sınav sisteminin olumlu ve olumsuz yanlarını ortaya çıkarmakta ve gerekli görülürse, yeni kararlar almakta, cevaplarınızın büyük yardımı olacaktır.

Anket kağıdının üzerine isminizi yazmak zorunda değilsiniz; ancak cevaplarınızı sınıflandırmak ve istatistiksel karşılaştırmalar yapabilmek için bazı bilgiler gerekmektedir. Bu konuyla ilgili bölümü anketin sonunda bulacaksınız. Zamanınızı ayırdığınız ve düşüncelerinizi paylaştığınız için teşekkür ederim.

Çiğdem Gökhan

Bölüm A: Lütfen her cümle için uygun bir cevap seçiniz ve gerekli kutucuğu işaretleyiniz.(✓)

Öğrencilerin HU SFL / DBE'de kullanılan dönem içi sınavlarına (mid-term ve quiz'ler) karşı tutumları	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
	1	2	3	4	5
Şu anda kullanılmakta olan sınavlar ve sınav soruları.....					
1...yabancı dil performansımı düzenli aralıklarla ölçmektedir.					
2...beni aktif bir öğrenci olmaya teşvik etmektedir.					
3...bağımsız öğrenmeyi teşvik etmektedir.					
4...dilin gerçek hayattaki kullanımını yansıtmaktadır.					
5...dil becerilerini bir arada kullanmayı teşvik etmektedir.					
6...sınıf arkadaşlarımla kolektif bir şekilde çalışmamı sağlamaktadır.					
7...problem çözme becerimi kullanmaya teşvik etmektedir.					
8...dil bilgimden çok, dili kullanarak ne yapabileceğimi göstermeme olanak vermektedir.					
9...üretmeye yönelik dil becerilerimi (konuşma ve yazma) ölçmektedir.					

	Kesinlikle Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılıyorum	Katılmıyorum
	1	2	3	4	5
10...sınav sorularımı yanıtlarken kullandığım stratejileri de ölçmektedir.					
11...öğrencilerin dil öğrenmedeki bireysel farklılıklarını dikkate almaktadır.					
12...dil öğrenme konusundaki motivasyonumu arttırmaktadır.					
13...ortaya çıkardığım sonuç kadar, bu sonuca ulaşırken izlediğim aşamalarıda hesaba katmaktadır.					
14...öğrencinin kendi kendisini değerlendirmesine olanak sağlamaktadır.					
15...sınav korkumu en aza indirmektedir.					
16...sınıftaki öğrenme-öğretme olayıyla ilgili geri bildirim (feedback) almamı sağlamaktadır.					
17...dil performansım konusunda geri bildirim (feedback) almamı sağlamaktadır.					
18...öğretmenimden sadece not şeklinde değil, sözlü ve yazılı geri bildirim (feedback) almamı sağlamaktadır.					
19...öğrenci-öğretmen diyaloguna fırsat tanımaktadır.					
20...dil becerilerimi tamamıyla ve doğru bir şekilde göstermemi sağlamaktadır.					
21...dil performansımı doğru bir şekilde ölçmektedir.					
22...dil performansımı adil bir şekilde ölçmektedir.					
23...sınıftaki öğrenme ve öğretmeyi etkilemektedir.					
24...dil öğrenme konusundaki düşüncelerimi yansıtmaktadır.					
25. Sınav notlarım, dili kullanma becerimle uyusmaktadır.					
26. Sınav soruları, sınıfta yapılan aktivitelere uymaktadır.					
27. Şu anda kullanılan dönem içi sınavları yeterli buluyorum.					

BÖLÜM B. Lütfen uygun cevapları işaretleyiniz. (✓)

1. Sınav hazırlama ve uygulama sürecinde daha aktif bir rolünüzün olmasını istermisiniz?

Evet ()

Hayır ()

2. Cevabınız **EVET**'se, hangi şekilde sınav sürecine dahil olmak istersiniz? Birden fazla kutucuğu işaretleyebilirsiniz.

a. Sınav bürosunun sınavlar ve sınav soruları konusunda fikrimi sormasını isterim. ()

b. Bazı sınav sorularını hazırlamakla, sınav sürecine doğrudan dahil olmayı isterim. ()

c. Sınıfta uygulanacak kendi-kendini test etme ve sınıf arkadaşlarımı test etme yöntemleriyle sınav sürecine dahil olmak isterim. ()

d. Diğer (lütfen belirtiniz)

3. Cevabınız **HAYIR**'sa, lütfen nedenini belirtiniz. Birden fazla kutucuğu işaretleyebilirsiniz.

a. Şu anda uygulanmakta olan sınav sistemini yeterli buluyorum. ()

b. Sınav sorusu hazırlama konusunda yeterince bilgiye sahip değilim. ()

c. Kendi-kendini test etme ve sınıf arkadaşını test etme yöntemleri konusunda hiçbir bilgim yok. ()

d. Diğer (lütfen belirtiniz)

4. Sınav sorusu hazırlama, kendi-kendini test etme, ve sınıf arkadaşını test etme konularında bilgi sahibi değilseniz, bu konularda bilgi edinmek ve öğrenmek istermisiniz?

Evet ()

Hayır ()

BÖLÜM C: Lütfen uygun cevapları işaretleyiniz. (✓)

1. Aşağıdaki ölçme araçlarından veya yöntemlerinden hangilerini biliyorsunuz? Lütfen uygun kutucukları işaretleyiniz.

a. grup projeleri ()

f. portföyler ()

b. sınıf aktiviteleri ile ilgili günlük tutma ()
(response journals)

g. rol canlandırma ()
(role-plays)

c. sunumlar ()

h. sınıf tartışmaları ()

d. poster sunumları ()

i. yazılı ödevler ()

e. sözlü mülakatlar ()

j. diğer (lütfen belirtiniz)

2. Yazılı sınavların yanı sıra, bu yöntemlerle de değerlendirilmek ve notlanmak istermisiniz?

Evet ()

Hayır ()

3. Cevabınız **EVET**'se, hangilerini İngilizce düzeyinize uygun buluyorsunuz? Lütfen uygun kutucukları işaretleyiniz.

a. grup projeleri ()

f. portföyler ()

b. sınıf aktiviteleri ile ilgili günlük tutma ()

g. rol canlandırma ()

c. sunumlar ()

h. sınıf tartışmaları ()

d. poster sunumları ()

i. yazılı ödevler ()

e. sözlü mülakatlar ()

j. diğer (lütfen belirtiniz)

4. Cevabınız **HAYIR**'sa, lütfen nedenini belirtiniz. Birden fazla kutucuğu işaretleyebilirsiniz.

- a. Şu anda kullanılmakta olan sınav sistemini yeterli buluyorum.
- b. Yukarıdaki ölçme araçlarından / yöntemlerinden hiçbiri İngilizce düzeyime uygun değil.
- c. Bu ölçme araçları / yöntemleri konusunda bilgi sahibi değilim.
- d. Diğer (lütfen belirtiniz)

5. Yukarıda listelenen ölçme araçları / yöntemleri konusunda bilgi sahibi değilseniz, bu araçlar / yöntemler hakkında bilgi edinmek ve öğrenmek istersiniz?

Evet ()

Hayır ()

BÖLÜM D: Şimdi, cevaplarınızı sınıflandırabilmem ve istatistiksel karşılaştırmalar yapabilmem için lütfen aşağıdaki soruları, uygun kutucuğu işaretleyerek cevaplamısınız? (✓)

1. Ne kadar süredir İngilizce öğreniyorsunuz?

- a. bu ilk yılım ()
- b. 2 – 4 yıl arası ()
- c. 5 – 7 yıl arası ()
- d. 7 yıldan fazla ()

2. Mezun olduğunuz lisenin türü:

- a. devlet lisesi (düz lise) ()
- b. Anadolu lisesi ()
- c. fen lisesi ()
- d. özel lise / kolej ()
- e. diğer (lütfen belirtiniz)

3. Şu anda öğrenci olduğunuz İngilizce sınıfının düzeyi:

- a. başlangıç düzeyi (zero-beginner/zero beginner fast) ()
- b. orta düzey öncesi (pre-intermediate/pre-intermediate fast) ()
- c. orta düzey (intermediate) ()

İşbirliğiniz ve katkılarınız için çok teşekkür ederim.

APPENDIX C
QUESTIONNAIRE FOR STUDENTS (English Version)

DEAR STUDENTS,

This questionnaire is prepared to find out your attitudes towards the current assessment system at Hacettepe University, School of Foreign Languages, Department of Basic English. It is also intended to have your opinions about your involvement in the assessment process and using alternative forms of assessment to supplement language tests in order to measure your achievement and progress. The questionnaire is the main instrument of a master's thesis. The researcher is one of the teachers of the department who has been working here for 15 years. Your answers are valuable not only for the researcher herself, but also for the institution because they will help to reveal the strengths and the weaknesses of the existing system and, if necessary, to make new decisions about it.

You are not required to put your name on the questionnaire but some information is needed to classify your answers and to make statistical comparisons. You will find the relevant section at the end of the questionnaire. Thank you very much for devoting your time and thinking to answer the questions.

Çiğdem Gökhan

PART A: Please choose only one answer for each statement by putting a tick (✓) in the relevant box.

Students' attitudes towards assessment instruments currently used at HU / SFL / DBE.	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	2	3	4	5
The tests and test tasks currently used.....					
1...assess my performance on a regular basis.					
2...encourage me to be an active learner.					
3...encourage me to learn independently.					
4...contain items that reflect real life tasks.					
5...encourage me to use my language skills integratively.					
6...enable my classmates and I to work collaboratively.					
7...encourage me to use my problem-solving skills.					
8...allow me to demonstrate what I can DO WITH the language, RATHER THAN what I KNOW ABOUT the language.					

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	2	3	4	5
9...measure my productive skills.					
10...assess the strategies I use in performing the test tasks.					
11...take students' individual differences in learning ability into consideration.					
12...increase my motivation for learning.					
13...focus on the process I follow while performing the tasks as well as the final product I create.					
14...encourage self-assessment.					
15...minimize my test anxiety.					
16...provide me with feedback on the teaching-learning process					
17...provide me with feedback on my performance.					
18...allow me to receive qualitative feedback (feedback in words, not in scores) from my teacher.					
19...provide opportunity for student-teacher dialogue.					
20...enable me to show my language ability completely and accurately.					
21...assess my performance accurately.					
22...assess my performance fairly.					
23...affect the teaching and learning in the classroom.					
24...reflect my thinking about language learning.					
25. There is an agreement between my test scores and what I am actually able to do with the language.					
26. The tasks in tests match what is actually done in the classroom.					
27. I find the tests and test tasks currently used satisfactory.					

PART B: Please put a tick (✓) for relevant answers.

1. Would you like to have a more active role in the assessment process?
Yes () No ()
2. If YES, in what way(s) would you like to be involved in the assessment process? You can tick more than one box.
- a. I would like the testing office to ask for my opinion about tests and test tasks. ()
 - b. I would like to be directly involved in the preparation of some of the test tasks. ()
 - c. I would like to be involved in the assessment process through peer-assessment and self-assessment in the classroom. ()
 - d. Others (please specify)
3. If NO, please give your reason(s). You can tick more than one box.
- a. I find the present system satisfactory. ()
 - b. I don't know enough about preparing test tasks. ()
 - c. I have no idea about peer-assessment and self-assessment. ()
 - d. Others (please specify)
4. If you don't know enough about test preparation, peer-assessment, and self-assesment, would you like to learn more about them?
Yes () No ()

PART C: Please put a tick (✓) for relevant answers.

1. Which of the following assessment instruments do you have information about? Please tick the relevant boxes.
- | | |
|------------------------------|----------------------------------|
| a. group projects () | f. portfolios () |
| b. response journals () | g. role-plays () |
| c. student presentations () | h. discussions () |
| d. poster presentations () | i. written assignments () |
| e. oral interviews () | j. others (please specify) |
2. Would you like to be assessed by any of these instruments as a supplement to tests?
Yes () No ()
3. If YES, which ones do you find most suitable for your level? Please tick the relevant boxes.
- | | |
|------------------------------|---------------------------------|
| a. group projects () | f. portfolios () |
| b. response journals () | g. role-plays () |
| c. student presentations () | h. discussions () |
| d. poster presentations () | i. written assignments () |
| e. oral interviews () | j. others (please specify)..... |

4. If NO, please give your reason(s). You can tick more than one box.

- a. I find the current assessment system satisfactory. ()
- b. None of them is suitable for my level. ()
- c. I don't know enough about these assessment instruments. ()
- d. Others (please specify)

5. If you don't know enough about any of the given assessment instruments, would you like to learn more about them?

Yes ()

No ()

Now, to help me classify your answers and to make statistical comparisons, would you please tick (√) the relevant answers for:

1. How long you have been learning English:

- a. this is my first year ()
- b. 2 to 4 years ()
- c. 5 to 7 years ()
- d. more than 7 years ()

2. Type of high school you graduated from:

- a. state high school ()
- b. Anatolian high school ()
- c. science high school ()
- d. private high school ()
- e. other ()

3. The level of the class you are currently studying in:

- a. Zero Beginner/Zero Beginner Fast ()
- b. Pre-intermediate/ Pre-intermediate fast ()
- c. Intermediate ()

Thank you very much for your cooperation and contributions.

APPENDIX D
COMPLETE RESULTS FOR THE 27 LIKERT SCALE ITEMS

<u>Item</u> The assessment instruments currently used...	G	SD	D	U	A	SA	χ^2
1...assess student performance on a regular basis.	T	0	4	4	35	7	14.81**
	S	11	21	23	54	10	
2...encourage students to be active learners.	T	0	9	23	16	2	19.39**
	S	16	43	24	31	5	
3...encourage students to learn independently.	T	0	11	20	18	1	13.14**
	S	15	34	26	34	8	
4...contain items that reflect real life tasks.	T	1	9	13	22	5	19.90**
	S	20	44	26	23	6	
5...encourage students to use their language skills integratively.	T	0	5	8	32	5	5.61
	S	4	23	24	57	11	
6...enable students to work collaboratively.	T	0	11	15	20	4	14.43**
	S	14	32	13	46	14	
7...encourage students to use their problem solving skills.	T	0	10	18	16	5	9.94*
	S	12	37	25	34	11	
8...allow students to demonstrate what they <u>can do</u> with the language rather than what they <u>know about</u> the language.	T	0	8	17	18	6	16.50**
	S	24	25	20	33	18	
9...measure students' productive skills.	T	0	3	9	32	6	14.04**
	S	12	21	25	45	17	
10...assess the strategies students use in performing the assessment tasks.	T	0	7	16	25	1	14.57**
	S	12	33	21	44	9	
11...take students' individual differences in learning ability into consideration.	T	3	12	16	14	4	14.20**
	S	28	43	19	20	8	
12...increase students' motivation for learning.	T	3	11	16	16	3	9.50*
	S	22	33	18	36	10	
13...focus on the process students follow while performing the tasks as well as the final product they create.	T	1	10	11	20	5	2.15
	S	7	32	27	43	9	
14...encourage student self-assessment.	T	1	12	15	15	5	8.25
	S	10	24	19	55	11	
15...minimize students' test anxiety.	T	3	26	10	6	5	16.43**
	S	35	31	22	21	11	
16...provide feedback on the teaching-learning process.	T	2	2	7	32	7	8.94
	S	9	19	26	52	14	
17...provide feedback on student performance.	T	0	3	4	38	5	24.09**
	S	12	18	34	46	10	
18...provide qualitative feedback (feedback in words, not only in scores).	T	0	3	6	28	13	7.31
	S	7	17	20	54	22	
19...provide opportunity for student-teacher dialogue.	T	0	5	9	24	12	7.98
	S	15	14	18	42	28	

<u>Item</u>	G	SD	D	U	A	SA	χ^2
The assessment instruments currently used...							
20...give a complete and accurate picture of the language ability of students.	T	0	6	20	18	6	28.42**
	S	23	43	26	23	5	
21...assess student performance accurately.	T	0	3	21	19	6	23.14**
	S	15	37	31	30	6	
22...assess student performance fairly.	T	0	3	13	27	7	24.72**
	S	14	33	32	27	14	
23...affect teaching and learning in the classroom.	T	1	6	8	28	6	2.46
	S	7	10	19	61	21	
24...reflect teachers' and students' thinking about language teaching/learning.	T	0	9	15	21	3	24.10**
	S	28	36	31	20	4	
25. There is an agreement between students' test scores and what they are actually able to do with the language.	T	0	9	18	19	3	17.92**
	S	28	23	20	40	8	
26. The tasks in tests match what is actually done in the classroom.	T	2	8	9	22	9	6.88
	S	14	16	10	46	33	
27. I find the assessment instruments currently used satisfactory.	T	0	6	11	26	6	17.23**
	S	26	20	14	41	19	

Note. G = Group, T = Teachers, S = Students, SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree, χ^2 = Chi-Square $p^* \leq .05$ $p^{**} \leq .01$