

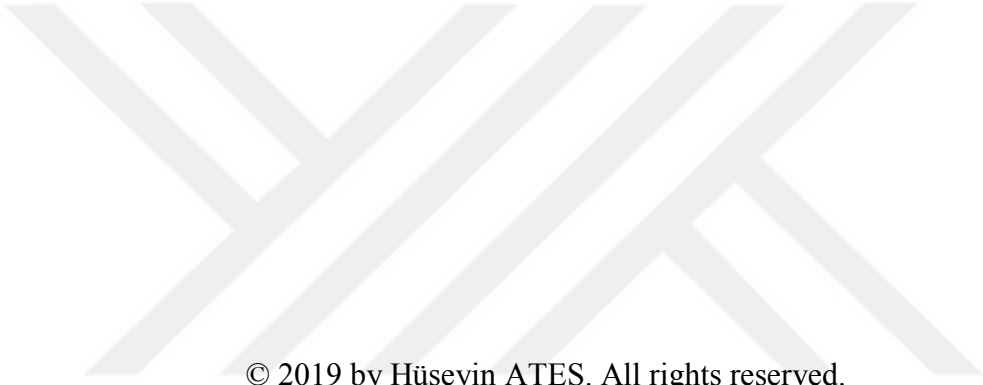
**REPUBLIC OF TURKEY**  
**SULEYMAN DEMIREL UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**

**ENGLISH LANGUAGE TEACHERS' AND LEARNERS' PERCEPTIONS  
CONCERNING ASSESSMENT AND EVALUATION PROCESSES IN EFL  
CLASSROOMS AT TURKISH SCIENCE AND ARTS CENTERS**

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**MASTER'S THESIS**  
**ISPARTA 2019**



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**CERTIFICATE OF COMMITTEE APPROVAL**

We certify that this thesis under the title of “**English Language Teachers’ and Learners’ Perceptions Concerning Assessment and Evaluation Processes in EFL Classrooms at Turkish Science and Arts Centers**” prepared by **Hüseyin ATEŞ** is satisfactory for the award of the degree of Master of Arts in the Department of Foreign Language Education.

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## ÖZET

# BİLİM VE SANAT MERKEZLERİNDE GÖREV YAPAN İNGİLİZCE ÖĞRETMENLERİNİN VE BURADA OKUYAN ÖĞRENCİLERİN İNGİLİZCE DERSİ ÖLÇME VE DEĞERLENDİRME SÜREÇLERİNE İLİŞKİN ALGILARI

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Bu araştırmanın amacı, Türk Bilim ve Sanat Merkezlerindeki İngilizce öğretmenlerinin ve bu merkezlerde İngilizce derslerine katılan öğrencilerin İngilizce dersinin ölçme ve değerlendirme sürecine ilişkin algılarını incelemektir. Türkiye’deki bu merkezlerde çalışan İngilizce öğretmenleri ve buradaki öğrencilerin dersin değerlendirilme sürecine ilişkin algıları, ölçme ve değerlendirme teknikleri ve bu tekniklerin kullanımına ilişkin düşünceleri ve bu merkezlerde görev yapan İngilizce öğretmenlerinin dersine katılan öğrencileri nasıl değerlendirdiğini inceleyen bir teze alanda rastlanmamıştır. Bu sebeple, bu çalışma alanda ilk olacak ve Bilim ve Sanat Merkezlerinde İngilizce derslerine katılan üstün zekalı öğrencileri değerlendirmeye odaklanan ileri araştırmalara ışık tutmada öncü bir rol üstlenecektir. Bu çalışmada veri toplama aracı olarak, öğretmenlerin ölçme ve değerlendirme algılarını gösteren “Öğretmenlerin Ölçme ve Değerlendirme Sürecine İlişkin Algıları” ölçeği ve öğrencilerin ölçme ve değerlendirme algılarını gösteren ve araştırmacı tarafından Türkçe’ye çevrilen “Öğrencilerin Ölçme ve Değerlendirme Sürecine İlişkin Algıları” kullanılmıştır. Ayrıca, öğrenci görüşlerini öğrenmek için Burdur ve Isparta Bilim ve Sanat Merkezlerinde İngilizce derslerine katılan öğrencilerle röportajlar yapılmış ve bu öğrencilere açık uçlu sorular sorulmuştur. Asıl araştırmadan önce bir pilot çalışma yapılmıştır ve bu çalışmada, Burdur ili Şeker Ortaokulu’nda okuyan toplam 40 öğrenci ve yine Burdur ilindeki farklı devlet okullarında çalışan 32 İngilizce öğretmeni anketleri

doldurmuştur. Asıl araştırmada veriler, 61 farklı Bilim ve Sanat Merkezinde çalışan 61 İngilizce Öğretmeni ve Burdur ve Isparta Bilim ve Sanat Merkezlerinde İngilizce derslerine katılan 75 öğrenciden elde edilmiştir. Anketlerden toplanan veriler, SPSS 21 paket programı kullanılarak analiz edilmiştir. Tek yönlü ANOVA, Pearson Korelasyon ve Frekans analizleri yapılmıştır. Bu çalışmanın sonuçlarına göre çoğu öğrenci, öğretmenlerinin ölçme ve değerlendirme sonuçlarına göre kendilerine ders anlattığı ve bunu yararlı bir araç olarak gördüğü görüşündedir. Bu sonuçlara göre öğretmenler ise inançlarına ters olmasına rağmen yine de ölçme ve değerlendirmeyi kullanarak ders vermek zorunda oldukları görüşündedir. Hatta öğretmenler ölçme ve değerlendirmeyi derslerinde kullanmalarına rağmen bunun sonuçlarından hemen hemen hiç yararlanmadıklarını söylemektedir. Ayrıca, frekans ve yüzde analizleri, öğretmenlerin, ölçme ve değerlendirmenin öğrencilerin analiz etme ve değerlendirme gibi üst düzey bilişsel becerilerini ölçmediği yönünde görüşlerinin olduğunu göstermiştir. Yine bu sonuçlara göre, öğrenciler ise ölçme ve değerlendirmenin kendilerinin analiz etme ve eleştirel düşünme gibi üst düzey bilişsel becerilerini ölçtüğü görüşündedir. Dahası, ölçme ve değerlendirme sonuçları, öğretmenlerin çoğunun ölçme ve değerlendirmeyi kesin olmayan bir süreç olarak görürken, öğrencilere göre çok kesin ve doğrudur. Ayrıca, ölçme ve değerlendirme, hem öğrencilere göre hem de öğretmenlere göre öğrenciler için adil olarak işleyen bir süreçtir. Son olarak, öğretmenler genelde derslerinde öğrencilerin dil performanslarını ve kazanımlarını ölçmek için, aynı zamanda öğrenciler tarafından da tercih edilen, öğrencilerin yazılı çalışmalarını kullanmışlardır. Bu, Türk Bilim ve Sanat Merkezlerinde okuyan öğrencilerin dil performanslarının çoğunlukla etkinlik sayfaları, yazım gibi kendi yazılı çalışmalarlarıyla değerlendirildiğini göstermektedir.

**Anahtar Kelimeler:** Ölçme ve değerlendirme, Bilim ve sanat merkezleri, İngilizce öğretimi, Üstün yetenekli öğrenciler

## **ABSTRACT**

### **ENGLISH LANGUAGE TEACHERS' AND LEARNERS' PERCEPTIONS CONCERNING ASSESSMENT AND EVALUATION PROCESSES IN EFL CLASSROOMS AT TURKISH SCIENCE AND ARTS CENTERS**

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The aim of this study is to investigate English language teachers' and students' perceptions of assessment in English as a Foreign Language (EFL) classrooms in a Turkish Science and Arts Centers (BILSEM) context. There is no study on how English language teachers assess EFL learners at BILSEM, what they think about the assessment techniques and assessment tasks in practice, what English language teachers' and learners' conceptions concerning assessment and evaluation processes in BILSEM EFL classrooms are. Therefore, this study will be original in its field and undertake a pioneering role for illuminating the further research focusing on assessing Gifted English language learners in EFL classrooms at BILSEM. In this study, as a data collection method, a Teachers' Conceptions of Assessment Abridged Scale (TCoA-III A), and Students' Conceptions of Assessment Scale (SCoA-VI) were used. Also, as a qualitative data collection tool for gathering students' opinions, interviews were held with the students studying at Burdur and Isparta BILSEM, and open-ended questions were asked to these students. Before the main research, a pilot study was conducted, and in this study, a total of 40 students studying at Şeker Elementary School and 32 English language teachers teaching at different state schools in Burdur completed the questionnaires. In the main research, the data were obtained from 61 English language teachers from 61 BILSEM and 75 English language learners at BILSEM in Burdur and Isparta, in Turkey. The data collected from the

questionnaires were subjected to Statistical Package for the Social Sciences version 21 (SPSS version 21). One-way ANOVA, Pearson Correlation and Frequency analyses were done. The study results indicated that most of the students think teachers see assessment as a useful tool for teaching English. However, the teachers think assessment is a force to make them teach English in a way that is against their beliefs. Also, the teachers think that assessment is of little use because they make little use of assessment in spite of conducting it in classes. Besides, the frequency and percentage analyses showed that according to the teachers, assessment does not measure students' higher order cognitive skills, such as analyzing and evaluating anyway. On the other hand, according to the students, assessment measures their higher order cognitive skills, such as analyzing and thinking critically. Moreover, assessment results are very accurate according to the students while most teachers see assessment as an imprecise process. Also, according to the students, assessment is fair to them in parallel with the thought of the teachers about this situation. Lastly, the teachers used Student Written Work assessment practice, which is also preferred by the students, mostly to assess their students' language performances and language achievement in their classes. This shows that the English language learners' studying at BILSEM language performances were assessed mostly through their own written works, such as activity sheets, spelling or math facts.

**Keywords:** Assessment and evaluation, Science and arts centers, English language teaching, Gifted learners

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## LIST OF ABBREVIATIONS

BILSEM	Turkish Science and Arts Centers (Türk Bilim ve Sanat Merkezleri)
MoNE	Turkish Ministry of National Education
EFL	English as a Foreign Language
ICT	Information and Communication Technology
TCoA-III	Teachers' Conceptions of Assessment Abridged Scale
CoA-III	Conceptions of Assessment
SCoA-VI	Students' Conceptions of Assessment Scale
STUDACC	Student Accountability
SCHACC	School Accountability
IMP	Improvement
IRR	Irrelevance
AFFECT	Affect/Benefit
N	Sample Size
ANOVA	One-Way (Factor) ANOVA
F	F test/ANOVA
T	T test/Independent-Samples T-Test
$\bar{X}$	Means
Df	Degree of Freedom
SD	Standard Deviation
p/Sig.	Significance Level
SPSS version 21	Statistical Package for the Social Sciences version 21

## OPERATIONAL DEFINITIONS

**Assessment:** An on-going process whose results will contribute to education process only when it is continuous. It is also a process which builds the teacher's understanding of what the students can and cannot do and also helps the students to see what they can and cannot do. In this study the words assessment and evaluation are used interchangeably.

**Conception:** An idea of what something is like, or a basic understanding of a situation, a factor or a principle. In this study the words conception and perception are used interchangeably.

**Traditional assessment:** An assessment type focusing mainly on the product and including traditional tests, such as pencil and paper exams, quizzes, standardized tests, etc.

**Alternative assessment:** An assessment type focusing on the process and including self-assessment, peer assessment, portfolio assessment, learner-centered assessment, projects, etc.

**Giftedness:** It is being more successful than others in one or more domains, such as intellectual, artistic.

**BILSEM:** It is the abbreviated name of Turkish Science and Arts Centers. BILSEM are independent special education institutions that have been opened to ensure that talented pupils (in the field of art, music and general mental ability) studying at primary school, middle school and high school will be aware of their individual abilities and use them at the highest level by developing their capacities without disrupting their education in formal education institutions.

## **1. INTRODUCTION**

In this chapter, firstly, the statement of the problem is explained. Then, purpose and significance of the study will be explained. Lastly, assumptions and limitations will be mentioned in order to give an idea about the general frame of this thesis.

### **1.1. Statement of the Problem**

In Turkey, the issue of identifying and educating gifted children who require different services or activities because of their different needs when compared to their peers is a fairly new concern in comparison with other countries. In our time, gifted pupils receive education at BILSEM in Turkey after their own regular school timetable, and only recently this issue has got the policy and programme makers' attention it deserved and the significance of 'education of gifted children' has been understood.

Assessment is such a broad concept that it appears as an indispensable event that is in any age, any teaching environment, any institution, any training, briefly in any environment where learning is expected to occur (Gülbahar & Büyüköztürk, 2008). However, according to Şahin and Karaman (2013), many teachers consider that alternative assessment is generally more time-consuming and labour intensive than traditional assessment. Language teachers in Turkey are not adequately concerned with alternative assessment (Büyükkarcı, 2010). On the other hand, at BILSEM, mainly alternative assessment is used while teaching English to gifted students in EFL classrooms when compared to traditional assessment these students are mostly exposed to during their English classes at their own school.

As to alternative assessment techniques, teachers' knowledge about them is limited (Büyüktokatlı & Bayraktar, 2014; Yayla, 2011). However, assessment process and practices influence both teachers and learners in many aspects. For instance; on one hand, it influences teachers' professional image and the teaching strategies they adopt, on the other hand, it influences students' self-image and the learning strategies they develop and

both teachers' and students' motivation (Libman, 2010). Therefore, the extent of effectiveness and significance of alternative assessment used at BILSEM must be determined, and teachers must have knowledge of how to use these assessment type and tools properly in their classes. However, in Turkey, although there are several studies on how gifted children learn foreign languages and assessment has a vital role in foreign language education process, there is no study on how English language teachers assess gifted learners in EFL classrooms at BILSEM, which assessment techniques and tools they prefer and use to assess these gifted pupils and what English language teachers' and learners' conceptions and opinions concerning assessment processes in BILSEM EFL classrooms are. Especially, in the 2015-2016 educational year, with the publication of the first English activity book prepared for BILSEM, some unexplored issues pertaining to both the assessment sections of this activity book, revised and updated in the 2016-2017 educational year, and assessing gifted learners in EFL classrooms at BILSEM in Turkey have come onto the stage. Therefore, exactly at this time, it is prominent to find answers to the questions related to assessment of these special children, how they perceive assessment and what conceptions English language teachers have concerning assessment. Thus, this study will shed light on the assessment conceptions and especially the appropriate assessment strategies used by English language teachers while teaching English to gifted pupils in Turkey by investigating and identifying various unidentified issues about assessment. In the light of these issues, in order to find the reasons behind the problems and answers to the questions, some research questions were developed by the researcher, which are presented in the next section.

## **1.2. Purpose of the Study**

This study aims to investigate the conceptions of BILSEM English language teachers and learners regarding assessment in EFL classrooms. This study will also investigate the effects of the factors such as teachers' gender, years of teaching experience, education levels and students' gender on their conceptions of assessment. The research questions of the present study are as follows:

1. What are the BILSEM English language teachers' perceptions of assessment in terms of: School Accountability, Student Accountability, Improvement, and Irrelevance?
  - a. Is there a significant difference in teachers' perceptions of assessment according to their gender?
  - b. Is there a significant difference in teachers' perceptions of assessment according to years of teaching experience?
  - c. Is there a significant difference in teachers' perceptions of assessment according to their educational background?
2. What is the relationship among the four components of TCoA-III A?
3. What types of assessment practices do the BILSEM English language teachers choose?
4. What are the English language learners' perceptions of assessment in EFL classrooms at BILSEM in terms of; Accountability (School Accountability, Student Accountability), Affect/Benefit (Class Environment, Personal Enjoyment), Improvement (Student Improvement, Teacher Improves Learning), Irrelevance (Bad, Ignore)?
  - a. Is there a significant difference in students' perceptions of assessment according to their gender?
5. What is the relationship among the four components of SCoA-VI?
6. What are the Burdur and Isparta BILSEM English language learners' choices of assessment practices?

### **1.3. Significance of the Study**

In Turkey, education of gifted children is a relatively new concern in comparison with other countries. In parallel with this situation, although assessment has a vital role in English language teaching process, there is no study on how English language teachers assess gifted learners in EFL classrooms at BILSEM, which assessment tools they prefer and use to assess their pupils and what English language teachers' and learners' conceptions regarding assessment in BILSEM EFL classrooms are. Also, the researcher has reached all BILSEM in Turkey, and he has tried to integrate at least one English teacher from each Center into the study. Therefore, this study will be original in its field and undertake a pioneering role for illuminating the further research focusing on assessing

gifted English language learners in EFL classrooms at BILSEM, and its results will make a significant contribution to the field.

This study will shed light on the issue of assessing gifted students studying in EFL classrooms at BILSEM in Turkey. Also, it will contribute and guide to form a base for a new English curriculum and for reviewing the brand new English activity book specifically designed and published by Republic of Turkey Ministry of National Education General Directorate of Special Education and Counseling Services English commission for gifted learners studying in EFL classrooms at BILSEM. Moreover, it will guide to form a base for making the necessary arrangements concerning this activity book's assessment parts and also other parts such as fostering thinking skills and creativity in students in parallel with it. Students come to BILSEM after they attend their regular classes, and English language teachers working at BILSEM will make extracurricular activities and maximize their students' learning by using the results of this study. This study will also guide the English language teachers who work at BILSEM about their assessment practices which they use to judge the gifted English language learners. According to the results of this study, firstly, policy and programme makers will identify the shortcomings, strengths and weaknesses of the framework program, and then they will revise and amend the program and activities in the English activity book prepared for BILSEM by determining the priorities in their agenda. Furthermore, according to the findings of this study, new assessment types can also be implemented to gifted students in English classes, and in this way the results obtained from this study will fill the gap in the field by illustrating some of the unexplored issues pertaining to assessing gifted learners in EFL classrooms at BILSEM in Turkey.

#### **1.4. Assumptions**

It is assumed that participants answered the items and questions in the study questionnaires sincerely. It is also assumed that the interview questions reflect the honest and sincere responses of the participants.

## 1.5. Limitations

This study is limited with 72 participants in the pilot study and 136 participants in the main research from different parts of Turkey. According to Mohammed (2012), “To get more transferable, generalized and accurate picture nationally, a larger sample should be used to cover many other regions” (p. 102). However, these Centers are only one in most of the cities so this situation makes it difficult to reach many English language teachers and learners. Therefore, the study is not sufficiently representative of the entire population of English language teachers working at BILSEM in Turkey and students studying in these institutions.

This study is only limited with the data obtained by TCoA-III A and interview questions to identify the conceptions of English language teachers and SCoA and interview questions to identify the conceptions of English language learners regarding assessment processes in EFL classrooms at BILSEM.

Also, the other limitation in the study is that there are only two descriptors for disagreement but four descriptors for agreement in the questionnaires *TCoA-III A* and *SCoA-VI* used to identify English language teachers’ and learners’ conceptions and opinions about the assessment used in EFL classrooms at BILSEM so this kind of scoring method used to score the items in the questionnaires sometimes forces students and teachers to show same degree of agreement.

## **2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES**

Since the general scope of the study is investigating into how gifted learners in EFL classrooms at BILSEM in Turkey are assessed, what kind of assessment techniques are used and why, firstly, the conceptions and opinions of English language teachers regarding assessment that is used to judge the gifted English language learners and then the students' perceptions and opinions about these assessment types were identified and analyzed in this study. Therefore, as well as presenting the definitions of assessment and giftedness, students' and teachers' conceptions of assessment will be dealt with in this chapter. To illustrate the subject in detail, the relationship between teachers' and students' conceptions of assessment, the other issues related to the topic such as characteristics of the Gifted, the education of the Gifted in Turkey and assessing giftedness in schools will also be presented with related studies carried out in the field.

### **2.1. Definitions of Assessment and Evaluation**

Although definitions of evaluation and assessment seem to be very much alike, are thought as synonymous terms and sometimes used interchangeably, actually, assessment is not synonymous to evaluation. According to Brown, H. D. (2004), assessment that is popular in present educational concept is sometimes misunderstood. It is usually understood as the tests that students take at the end of the semester or educational year through pencil and paper to determine how successful the teacher and the students are. However, it is not only about tests. There are many activities and ways of assessing the teacher him/herself and the students' growth from different aspects (Coombe, Folse, & Hubley, 2007).

According to Lambert and Lines (2000), assessment is “a fact of life for teachers, part of what teachers do; an organic part of teaching and learning; and using assessment evidence is part of the planning process” (p. 2). Assessment is not a separate part of education, in other words, it is a significant part of education and has a significant role in education process. It is “a tool or method of obtaining information from tests or other sources about the achievement or abilities of individuals” (Glossary of Important Assessment and



Measurement, n.d.). Assessment is an on-going process, and it is conducted to observe and improve student learning, as well as all the subjects taught in a school or educational environment and the teaching that occurs within it (Huba & Freed, 2000).

On the other hand, evaluation includes everything and is the broadest basis for collection of information in educational process (Coombe et al., 2007). Evaluation includes applications for determining the quality of performances of students in classroom courses and the quality of courses (Airasian, 1994). Cronbach (1991) affirms that there are three main reasons for using evaluation. The first one is course improvement and helps in the selection of new and more efficient instructional materials and methods. The second reason he points out is decisions about individuals, and this implies that the teacher can identify the students' needs and thus plan accordingly, but it also implies that the way students excel can be ranked, with selection or grouping purposes, and thus they can be aware of their own achievements or weaknesses. Finally, as a third reason, he presents administrative regulation because it allows measuring the effectiveness of the school system or even deciding on how competent individual teachers are.

Evaluation is more comprehensive and is related to the entire program (Brindley, 1989). In brief, "while assessment is related to the learner and his or her achievements, evaluation includes the whole course or program, and information is collected from many sources, including the learner" (Coombe et al., 2007, p. xv).

### **2.1.1. Purposes of assessment**

"Although assessment might be defined in a similar manner across the literature, its purposes in the educational realm are as varied as the number of stakeholders involved in the educational process." (Neibling, 2014, p. 4). Assessment has various roles, and these roles serve for various purposes as described in this section. According to Wiggins (1998), the primary purpose of assessment is to educate and improve students' learning and performance. Also, it improves teachers' teaching as both respond to the information it provides.

Assessment can do more than simply diagnose and identify students' learning needs; it can be used to assist improvements across the education system in a cycle of continuous improvement. There are so many purposes of assessment; teachers must decide on classroom equilibrium, supply feedback and incentives to their students, realize students' problems and judge and grade academic learning process. Assessment consists of three major domains: The cognitive domain includes intellectual activities; the affective domain includes feelings, and the psychomotor domain involves physical activities and actions (Airasian and Russell, 2012).

National and state policy makers use assessments to detect conditions and national norms, to develop policies, to supply resources to improve education, and to supply rewards for students, schools. School administrators use assessments to detect teaching methods' strengths and weaknesses, to plan education, and to monitor students' achievements over time. Teachers use assessments to define students who need support, to monitor student progress, and to supply feedback to their students. Parents use assessments to judge student progress, to monitor classroom performance of their children, and to judge teachers' quality of teaching (Airasian and Russell, 2012).

Purposes of assessment are also described as follows: The essential purpose of assessment is to place students in the right level of classroom instruction. The others are to diagnose student problems, in other words, to learn about students' strengths and weaknesses with diagnostic assessment, to learn about the language proficiency of the students, to evaluate academic performance, to learn about students' immediate needs (instructional decision-making), and some of the assessment activities are for accountability purposes, in other words, assessment not only affects students and their families but also teachers' school administration, and the community where they work (Coombe et al., 2007).

### **2.1.2. Types of assessment**

For different purposes, teachers need different types of assessment and administer them at different stages of the course to gather information about students. Teachers should choose

the best option to assess their particular group of students in their particular teaching context. Assessments should be categorized by type, purpose, or place within the teaching/learning process or timing (Coombe et al., 2007).

Assessments are generally categorized as summative or formative in today's schools (Table 1, p. 7). The most important distinction between formative and summative assessment concerns the purpose and the outcome, not the timing (Sadler, 1989). Summative assessment, also called assessment of learning, occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards at the conclusion of one particular period. Formative assessment, also called assessment for learning, occurs when teachers use inferences about student progress to inform their teaching, and in addition to this, formative assessment, also called assessment as learning, occurs when students reflect on and monitor their progress to inform their future learning goals (Assessment, n.d.). In other words, the notion of a formative test denotes the idea that the teacher will be able after evaluating the results of the test reconsider his/her teaching, syllabus design and even slow down the pace of studying to consolidate the material if it is necessary in future.

Summative usage will deal precisely with the students' success or failure. The teacher immediately can take up remedial activities to improve a situation. Besides, the formative assessment is extremely important in reaching success on the summative assessments at this point. Wiliam (2006) stated that one main characteristic of formative assessment is that through it, evidence can be recalled and interpreted in ways which can be used to meet the learner's needs and improve them. In addition, Sadler (1989) pointed out how formative assessment eludes the ineffectiveness of trial and error learning, and it improves and molds the learner's competences by perceiving the learner's quality of performance.

According to Büyükkarcı (2010), formative assessment or dynamic assessment is about supporting students to enhance their performance in classroom. On the other hand, teachers use summative assessment to obtain information on how well students are doing, and they grade or mark or score students at the end of the summative assessment (Büyükkarcı,

2010). Summative assessment evaluates the success and understanding of the learner at the end of a topic, course or unit (Brown, 2004). In relation to this, Sadler (1989) stated that formative assessment differs from summative assessment in that the latter is more concerned with reporting the achievement of the learner towards the end of the course or unit, rather than monitoring what progress is being done throughout the course.

Table 1. Comparison of formative and summative assessments (Fisher & Frey, 2014, p. 7)

Formative Assessments		Summative Assessments
To improve instruction and provide student feedback	Purpose	To measure student competency or mastery
Ongoing throughout unit	When administered	End of unit or course
To self-monitor understanding	How students use results	To gauge progress toward course- or grade-level goals and benchmarks
To check for understanding and provide additional instruction or intervention	How teachers use results	For grades, promotion

Fisher and Frey (2014) establish the difference between formative and summative assessment (Table 1). On the one hand they affirm that formative assessment gives students the tools to be aware of their own learning process and teachers the possibility of improving their teaching practices and thus reformulate their own way of trying to reach the students who could not fully understand at a first try. According to them it is advisable that students can be in control of their own learning through “periodic quizzes and performance tasks”, and teachers should check their students’ understanding at a regular time basis in class. On the other hand they consider summative assessment is used at the end of a certain period of time in which students should have developed particular competencies or acquired specific knowledge in areas they should then master. It also provides important information on which areas require additional attention.

While summative assessment focuses mainly on the learners' marks, formative assessment focuses on the process where external and internal effects such as achievement and motivation of students are so important to be able to learn a subject rather than classifying the students according to their marks. To her, summative assessment is related to product but formative assessment is related to process (Atikol, 2008).

The aim of summative assessment is to determine whether students have gained the objectives in curriculum at the end of the term. But formative assessments are conducted during a term, and its aim is to improve teaching by giving feedbacks to students (Coombe et al., 2007). In summary, as it is seen in Table 2, summative and formative forms of assessment are one of the classification systems used to assess student learning. Another way of grouping these classroom assessments is putting them into two major categories: traditional and alternative assessments which are presented in the next section in detail.

Table 2. Common types of language assessment (Coombe et al., 2007)

Informal	Formal
Classroom, "low-stakes"	Standardized, "high-stakes"
Criterion-referenced	Norm-referenced
Achievement	Proficiency
Direct	Indirect
Subjective	Objective
Formative	Summative
Alternative, authentic	Traditional tests

### 2.1.2.1. Traditional methods of assessment

To assess student learning, Brown and Hudson (1998) classify language assessments into three major groups such as selected-response assessments, constructed-response assessments, and personal-response assessments. The first two categories are associated with the traditional assessment, and the third category relates to the alternative assessment. In other words, among these methods of assessments, selected-response assessments such

as tests consisting of true/false, matching, and multiple-choice test questions and constructed-response assessments such as tests including fill-in the blanks, short-answer, and essays are traditional methods of assessment. According to them, in selected-response assessments, pupils do not produce any language, and therefore, these assessments are especially used to determine whether pupils have developed their receptive language skills including comprehension when they listen to and read something in a language (Brown & Hudson, 1998). This kind of language assessments is generally used to determine pupils' level of proficiency in English and also used as a pupil placement tool. On the other hand, in constructed-response assessments, pupils create language, and therefore, these assessments measure pupils' productive language skills such as speaking and writing. In other words, they are generally used to determine to what extent pupils use the language that they have learnt and produce a message through speech or written text, or by doing something else that they want others to understand (Brown & Hudson, 1998).

As claimed by Brown and Hudson (1998), in general, selected-response assessments are quite fast to manage. Moreover, scoring them is relatively quick, simple, and relatively objective. However, there are two disadvantages of these assessments: (a) They are relatively challenging for the test author to construct, and (b) they do not involve students into producing any creative language. Typically, constructed-response assessments have no guessing factor. As a rule, both using of creative language and the interaction of receptive and productive skills are limited by this type of assessment. Though, some 'masquerade' may be a serious problem – that is why scoring may be complicated and time-consuming. Constructed-response assessments may also be rather subjective depending on their type.

According to Atikol (2008), while the process is important for alternative assessment methods, the product is important for traditional assessment methods. Traditional assessment methods are in contradiction with the new teaching and assessment methods existing in cognitive research. Students cannot use language effectively and communicatively if they are assessed with traditional tests, and this is the aim of traditional assessment methods (Sağlam, 2005).

These facts explained above concerning traditional assessment methods make alternative assessment an essential part of the teaching/learning process in order to establish effective learning conditions for pupils. Because of the negative impact of traditional assessment on teaching and learning process, a need for alternative methods of assessment has risen, and there has been a shift from traditional assessment to alternative assessment.

### **2.1.2.2. Alternative methods of assessment**

Personal-response assessments consisting of conferences, portfolios, and self- or peer assessments are alternative methods of assessment (Brown & Hudson, 1998). Like constructed-response assessments, also in personal-response assessments, pupils create language but as different from constructed-response assessments, in personal-response assessments, pupils engage in the classroom activities more, use the language that they have acquired in a context, they are relaxed and free from stress, their responses can be quite different, and they become more interactive and communicative completely according to their wishes (Brown & Hudson, 1998).

Types of alternative assessment used in today's language classrooms are self-assessment (student progress cards, rating scales, checklists and questionnaires, learner diaries and dialogue journals, and videotapes), peer assessment, portfolio assessment, student-teacher conferences, student-designed tests, learner-centered assessment, projects, and presentations (Coombe et al., 2007). Bintz (1991) has stated that in alternative assessment, both the product and the process are precious to understand student learning.

Atikol (2008) says "alternative assessment focuses on the process rather than the product and consequently has the formative assessment qualities" (p. 18). Students are given an opportunity to express their ideas and opinions in alternative assessment, and thus, they are actively involved in the process of assessment. Since communication is a process and also plays a crucial role in this assessment type, alternative assessment focuses on the process of communication that occurs in real life situations and real communicative events created in the classroom. Different from traditional assessment methods, alternative methods of

assessment, which increase critical thinking and problem solving skills of pupils and naturally creativity of them in the classroom, should be in the central of the assessment methods used in the classroom (Lambert & Lines, 2000).

As maintained by Chirimbu (2013) about the alternative assessment methods, alternative assessment takes into account each student’s learning process, as well as his/her cultural and knowledge background. And that is why it has unquestionable strong points over traditional testing methods. The focus is definitely positive, not negative: accent is placed on what the students know/can do and not on what they do not know/cannot do. As a result, alternative assessment has the clear benefit of emphasizing the student’s values while minimizing their disadvantages. In addition, alternative testing offers to educators the brilliant opportunity not to compare levels but to follow a student’s improvement individually and in time.

### 2.1.2.3. Traditional and “alternative” assessment

While traditional assessment appears under summative form of testing, alternative assessments come under formative forms. There has been a shift from traditional classroom assessment toward alternative approaches. At this point, Reeves (2000) has stated that alternative assessment approaches disregard traditional assessment, commonly referred to as testing. According to Armstrong (1994) and Bailey (1998), as it is seen in Table 3, the differences between the two approaches are as follows:

Table 3. Traditional and alternative assessment (as cited in Brown, 2004, p. 13)

Traditional Assessment	Alternative Assessment
One-shot, standardized exams	Continuous long-term assessment
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test items	Contextualized communicative tasks
Scores suffice for feedback	Individualized feedback and washback
Norm-referenced scores	Criterion-referenced scores
Focus on the “right” answer	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation



Comparing alternative assessment to traditional tests is a good way to understand it (Coombe et al., 2007). According to Huerta-Macias (as cited in Coombe et al., 2007),

Alternative assessment differs from traditional testing in that it:

- does not intrude on regular classroom activities
- reflects the curriculum actually being implemented in the classroom.
- provides information on the strengths and weaknesses of each individual student
- provides multiple indices that can be used to gauge student progress
- is more multiculturally sensitive and free of the linguistic and cultural biases found in traditional testing.

### **2.1.3. The role of assessment in a teaching context**

Assessment has many effects on teaching as well as student learning. Assessment and student learning are interconnected. “A central aspect of the teaching and learning process is assessment. Mere teaching, without assessment of what the learners have made of what you have offered them, is not complete teaching” (Örsdemir, 2010, p. 5). Assessment guides the learning and teaching of classroom courses (Ayas, 2014). She also adds that especially alternative assessment practices contribute remarkably to education. Göçtü (2013) identifies the functions of assessment of students’ knowledge and skills like this: Assessment influences the fields of motivation, learning and correction, upbringing, optimization, informing education policymakers and parents, and research. According to McMillan (2000), assessment has a big impact on student achievement, motivation and learning. The assessment of whether the classroom courses have been learned becomes more effective with motivation (Luyegu, 2009). In other words, it is clear that motivation and achievement are closely connected to each other.

According to Coombe et al. (2007), good assessment mirrors good teaching – they go hand in hand. Because there are such a great variety of English teaching settings, there are also a great variety of assessment techniques. Regardless of the setting in which teachers teach, assessment should be a part of instruction from the very beginning of class planning. At

this point, they point out that assessment improves teaching, not alone, but with analysis. Also, McMillan (2000) states that good assessment improves teaching and also influences the teaching atmosphere of classroom courses as well as enhancing the motivation of students to learn lessons and effective learning in these lessons.

William (2006) states that the impact that assessment has on promoting the student's learning is more crucial than its validity or reliability. He also suggests that teachers need formal assessment tasks that support reliable conclusions about the extent of the student's learning. Moreover, he adds that assessment should serve as a bridge which encourages collaboration between the students and their learning.

#### **2.1.4. Assessment literacy**

“Assessment of student is one of the most important responsibilities of teachers, because the quality of teaching in classroom is closely associated with the quality of the applied assessment. Hence it is essential for teachers to possess assessment literacy” (Khadijeh & Amir, 2015, p. 139). Newfields (2006) puts forward that assessment literacy is important for teachers due to three compelling reasons: “First, assessment is a widespread (if not intrinsic) feature of most educational systems. Second, assessment literacy is necessary to understand much of the educational literature, and finally, it allows teachers to communicate their own classroom results with others” (p. 49).

According to Scarino (2013), “in the field of second language education, which arguably relies in a distinctive way on the assessment of student achievements, teacher knowledge, understanding and practices of assessment – that is, language assessment literacy on the part of teachers – are crucial” (p. 310). Teachers are needed to develop language assessment literacy in ways that make them realise their preconceptions, understand what *assessment* is and aware of their dynamic framework of knowledge, sensing, values which shape their explication, judgments and decisions in assessment and in their students' learning. After these steps, they will slowly but increasingly get self-awareness. Also, assessment literacy requires the identification of relevant domains which include

knowledge base and the connection among these domains. The recognition of disciplinary domains of knowledge in this context also gives rise to questions about the content of knowledge and the ways in which it is developed and practiced. Developing teacher assessment literacy also needs careful thought about processes for its improvement that makes teachers analyze their thoughts (Scarino, 2013).

Stiggins (1995) notes that educators with assessment literacy know what they assess, why they assess, how to assess, what the possible problems with assessment are, and how to prevent them from occurring. They also are familiar with the possible negative consequences of poor, inaccurate assessment (as cited in Khadijeh & Amir, 2015). Gottheiner and Siegel (2012) state that a teacher possessing assessment literacy can analyze data from assessments, communicate this information to students, and use assessment data to set short-term and long-term educational goals (as cited in Merman, 2015).

## **2.2. Conceptions of Assessment**

According to Opre (2015), assessment serves “multiple purposes such as providing information about student learning and progress, teaching quality, and program and institutional accountability” (p. 229). In terms of assessment, Vardar (2010) has stated this: Earlier (decades ago) there was a more teacher-centered education, but lately it has become more learner-centered. This means that assessments now focus more on the overall process rather than the product. The students have learned how to learn, and the teachers have focused their teaching on assessments, and this has become popular throughout the world. The idea is to increase the students’ deep learning.

According to Thompson (1992), conceptions are “general mental structures, encompassing beliefs, meanings, concepts, propositions, rules, mental images, preferences, and the like” (p. 130) (as cited in Brown, Irving, Peterson, & Hirschfeld, 2009). In their research, Brown et al. (2009) tried to understand how the world appears to teachers and students by focusing on their ‘conceptions’. Ausubel (1968) defines conceptions as “something

appears to us as a consequence of our concrete-empirical experiences with that very thing” (as cited in Brown, 2008). He stresses that concepts and conceptions are “learned because they depend on experience and social interaction (acquisition and change happen)” (as cited in Brown, 2008).

What you assume for true may be wrong or not completely right because your assumptions are made according to your knowledge, religion, opinions and feelings concerning a certain topic. An assumption may be really true if it is true for the real people instead may be true only in our vision and not in the real world. What we think is true comes from our ideas. We are able to communicate and make our purposes clear and will only divide the thoughts around us. We use language to express our ideas. Metaphors are the best way to make other people understand our ideas. Concepts are not the same for everyone but are understandable only inside the same cultural group. We use concepts to achieve an objective that is connected with our cultural environment and understandable only by people sharing our real experiences with us (Brown, 2008).

We are able to create our conceptions as a result of the combination of our personal life, our culture and our deep beliefs that transform our experience in conceptions. Teachers’ conceptions and the way they evaluate the work done are connected with their personal life when they are evaluated first as students and later as educators (Neibling, 2014). Tillema, Smith and Leshem (2011) claim that perceptions of assessment during practicum might “impede the learning dialogue during mentoring and affect the student’s achievements” (p. 139). Therefore, as Zaimoğlu (2013) points out that most teachers change their assessment methods as a response to the new policies and the changing new curriculum due to the fixed conceptions of assessment in their minds.

### **2.2.1. Students’ conceptions of assessment**

Brookhart (2003) puts forward that classroom assessment information and uses “become a part of the daily realities of the classroom and can lead to both positive and negative consequences” (p. 8). Students’ perceptions of assessment are different. Assessment is a

necessary part of the classroom environment, and students' assessment conceptions and perspectives contribute to this environment (Bazemore, 2012). Even if we do not like to change, our beliefs do change throughout life. They are subject to influences from the social contexts that we find ourselves in. But at the same time, beliefs do not float around in our mind aimlessly; they are organized in our minds and build up conceptions. So, every person's understanding is an organized system of beliefs that the person has (Remesal, 2011). According to Zaimoğlu (2013), there is a relationship between students' conception of assessment and participation in the classroom courses. If students do not feel secure about assessment, they will have difficulty in learning. According to Bazemore (2012), the literature suggests that students' perceptions of assessment and their perceptions of their relationships with their teachers are directly related to each other.

According to Brown and Hirschfeld (2008), students conceive of assessment “in at least four major ways (i.e., assessment makes students accountable; assessment is irrelevant because it is bad or unfair; assessment improves the quality of learning; and assessment is enjoyable)” (p. 3). In other words, they point out that students are reported as conceiving of assessment as “(a) improving achievement, (b) a means for making them accountable, (c) being irrelevant, and (d) being enjoyable” (p. 4).

O'Farrell (2009) states that teaching, learning, outcomes assessment, and improvement may be defined as “elements of a feedback loop in which teaching influences learning, and the assessment of learning outcomes is used to improve teaching and learning” (p. 42). Assessment has an important part in learning a topic. It not only shows teachers whether students learnt a topic enough or not but also shows students their mistakes so they try not to make them again. Also, things that students learn from assessments last long in their memory and help them to use knowledge in different ways. Moreover, assessment provides students to consolidate their knowledge, and this is a better way to be able to learn a topic (Nasri, Roslan, Sekuan, Bakar, & Puteh, 2010).

In Improvement Conception, according to Zaimoğlu (2013), students gain an opportunity to improve their learning, and teachers try to change or improve their teaching methods

through assessments. As mentioned previously, concerning External Attribution Conception, Brown and Harris (2012) state that assessment deals with external objectives such as questioning the quality of a school or predicting the future success of students both in educational area and in finding employment in the marketplace. According to Brown et al. (2009), students have no control over an external locus of control such as the school, intelligence, and the future. Regarding External Attribution Conception, it will be better if teachers make students like the idea of exam instead of teaching them how to deal with it. If teachers understand how difficult is to be assessed and also they understand that assessment determines students' future, they will not only be facilitators for the students but also this situation will take the anxiety of students away (Brown et al., 2009).

Brown and Harris (2012) state that assessment is nice and fun and also helps students support each other, and this is related to Affective Benefit Conception. In Brown et al.'s (2009) research, according to students, assessment is liked and fun, it is a benefit to the classroom environment and improves the social climate of class. In the last conception, Irrelevance, according to Brown and Harris (2012), assessment is irrelevant because it is unfair to students and therefore unimportant. Brown and Hirschfeld (2008) state that assessment can be considered to be irrelevant to students if considered bad or unfair. According to Zaimoğlu (2013), students are afraid of assessment and see it as a negative part of their education.

In their study, Brown and Hirschfeld (2007) found that the conceptions that “assessment makes students accountable and was beneficial for students loaded positively on achievement, while the conceptions that assessment is fun and assessment is ignored had negative loadings on achievement” (p. 63). The improvement purpose of assessment which students use its results to see their level always renews and regulates itself. However, on the other hand, students' affect to school, their social life and negative thoughts can influence their assessment results and cause some discordant conclusions (Brown et al., 2009). At this point, it is also important to mention teachers' conceptions of assessment, as well as students' conceptions of assessment.

### **2.2.2. Teachers' conceptions of assessment**

Pajares (1992) states that “teachers’ attitudes about education--about schooling, teaching, learning, and students--have generally been referred to as teachers’ beliefs” (p. 316). According to Brown, G. T. L. (2004), teachers’ conceptions are not monotonous and simple, but versatile and interconnected. Teachers’ assessment styles, which they use to assess students’ level of knowledge, can show us that assessment types are not stated with their goals and objectives. Moreover, teachers’ perceptions of what learning is and the variety of assessment forms can be affected by concerns about keeping students’ attention constant, collaboration and teachers’ control of classroom (Kahn, 2000).

Brown (2003) states that “the structure of the interrelationships of these conceptions among a survey population of 525 New Zealand primary school teachers was analyzed using a structural equation measurement model with good fit to the data, and four main instructional conceptions were found” (p. 2). In other words, he points out that there is an ongoing discussion about the use of assessments in schools. Some teachers argue that assessments are useful, because they improve teacher quality and student learning. However, if attachments are a final goal (the certification), and are not seen as a part of the learning process, the use of assessments might be irrelevant. Brown, G. T. L. (2004) adds that teachers’ conceptions of assessment “can be understood in terms of their agreement or disagreement with four purposes to which assessment may be put, specifically, (a) improvement of teaching and learning, (b) school accountability, (c) student accountability, or (d) treating assessment as irrelevant” (p. 301). According to most teachers, assessment is for improvement of teaching and learning and school accountability.

Vandeyar and Killen (2007) put forward that these different conceptions of teachers lead to different assessment practices. For example, educators who think that assessment is a useful tool to collect information about basic decisions of learning and teaching use it as an indispensable part of teaching. Besides, they stress the importance of formative rather than summative assessment, often use different tools of assessment which are not formal, make

learners take academic risks and appreciate not only good results but also effort and working. They are also more likely to take responsibility of the learning process in classrooms. Cizek, Rachor and Fitzgerald's (1995) research demonstrates that there is great diversity in teachers' assessment viewpoints and practices. They state the following regarding teachers' varied perspectives and uses of classroom assessments: There are different ways to assess students' progress, different teachers use different methods but the results of these various methods of assessment are the same. Why? Because all measure the same things: progress in studying and behavior. The example is two types of temperature measuring systems, Fahrenheit (America and Britain use) and Celsius (Europe use) they are different systems but they both measure the same thing-temperature! So, regardless the system of assessment all teachers measure the same thing and get the same result.

Davis and Neitzel (2011) say that assessment depends on four characteristics: 1- How effective and efficient feedback teachers give. 2- How often students use their cognitive and metacognitive factors in learning process. 3- How they can work in group or independently, and 4- How teachers realize the function of their daily assessment. Last of all, Brown, G. T. L. (2004) stated that "teachers' conceptions of assessment were general and constant and clearly related to what are commonly seen as classroom assessment tasks" (p. 312). The analyses in his study indicated "the relative stability and generalizability of teachers' assessment conceptions regardless of school or teacher demographic characteristics" (p. 312).

### **2.2.3. The relationship between teachers' and students' conceptions of assessment**

According to Zaimoğlu (2013), teachers may be influenced by their personal experience while using assessment methods or teaching a topic in class, which is a condition that affects the success of their students in assessments. Rodriguez (2004) states that assessment influences students through the classroom assessment practices employed by their teachers. In other words, in his research, he found that classroom assessment practices were related to student performance and interacted in unique ways with student



characteristics. In order for teachers to better respond to unforeseen circumstances in a diverse classroom, they must have a repertoire of activities for such cases. In order to do so, they need to better understand the nature of these circumstances, the pupil's characteristics, and the demands of teachers and the elements of assessment (Rodriguez, 2004).

According to the interview results of the study of Brookhart and DeVoge (1999), teachers' conceptions impact on their students, and students' perceptions of their tasks come from their teachers' instructions. For example, improvement can, of course, "occur if the teacher provides detailed remedial advice and the student follows it through" (Sadler, 1989, p. 142). In other words, students' perceptions of assessment are often directly related to their perceptions of their relationships with their teachers. Teacher tasks can be different from the tasks that their students adopt. To have a valid test, teachers must alert students to inconsistencies in information sources and align student and student assignments, taking into account that students base their expectations on explicit and implicit task information (Broekkamp, Van Hout-Wolters, Van den Bergh and Rijlaarsdam, 2004). Assessment practices used in classroom are very important, and teachers use assessment as a tool to support learning. Moreover, the purpose of assessment is not only showing how clever students are.

### **2.3. Giftedness**

Because the students participating in this study are gifted learners who attend the English classes at BILSEM, the theoretical background of giftedness in general will be presented in the following sections.

#### **2.3.1. Definitions of giftedness**

As Miller (2008) stated, although a comprehensible conception of giftedness has important relevance for pedagogy, as it is around this conception that curricula, teaching practices, and programming will be based (as cited in Tapper, 2012), there does not still appear to be

global agreement on the notion of giftedness. In other words, although there have been numerous conceptions and definitions of giftedness across the literature over the years, according to Dai (2010), being gifted or talented is, unusually, even more problematic today. That is, the definitions of giftedness are still dissatisfying.

Kitano (1999) states that giftedness is genetic in origin, and, while perhaps not fully evident at an early age, there will be some manifestation of giftedness when the individual is a young child (as cited in Reyes, 2004). According to Marland (1972), the initial United States Department of Education definition of giftedness included six different areas: (a) general intellectual ability, (b) specific academic aptitude, (c) creative or productive thinking, (d) leadership ability, (e) visual and performing arts, and (f) psychomotor ability (as cited in Easterly, 2001).

One of the most important definitions of giftedness in the field of gifted education belongs to Renzulli. Renzulli's (2012) Three-Ring Conception of Giftedness whose rationale is to draw on the anticipated social roles of persons with high potential "attempts to portray the main dimensions of human potential for creative productivity" (p. 153). His Three-Ring Conception of Giftedness consists of three interacting traits or characteristics: (1) *Above Average Ability*, which includes both general and specific performance areas and is "the most constant of the rings"; (2) *Task Commitment* representing "a nonintellective cluster of traits found consistently in creative productive individuals"; and (3) *Creativity*, a trait which includes "curiosity, originality, ingenuity, and a willingness to challenge convention and tradition" (p. 153). According to him, being gifted is related to intersection of three groups of traits which help people to be gifted. In addition, giftedness is not a definite position so no one can decide one has a giftedness gene or not. On the contrary, it is a combination of developable traits and behaviors. Different kinds and levels of gifted behaviors can be improved and observed in certain people at certain times and under certain conditions.

Subotnik, Olszewski-Kubilius and Worrell (2011) define giftedness comprehensively as follows: Giftedness is related to potential success and esteem. Psychosocial conditions

affect the aspect of giftedness at every developmental stage. However, all of them can be controlled, and they need to be changed on purpose. They also stress the following concerning giftedness: Students' intelligence depends on the outcome and other factors in society. Family background also influences students' talent.

### **2.3.2. Characteristics of the gifted**

This section is presented to increase teachers' knowledge of the gifted. Teachers, especially classroom teachers must have knowledge of key characteristics of the gifted and talented to ensure that gifted students are able to lead a productive life for humanity by enabling them to transfer their giftedness and talents to life in the best way.

Gifted students may demonstrate very different characteristics from their peers. Experts say that gifted children are curious, tenacious and meticulous. They love learning, and they are motivated. Their memories are quite good so they can learn many things quickly. Because of that, they want to get more knowledge. Their critical thinking skills are good; they always analyze knowledge and situations. They can focus easily and understand fast, and they have the ability of working on their own. Gifted students can be bored easily, but they can also involve in a topic deeply. They are mostly good at mathematics, science, language arts and literature. They are very good at seeing and noticing the association. They often think about the things which they have learnt and improve them. They may have different and unusual interests. Some people can view them as nonconformists. They mostly read and have a large knowledge. They prefer adult level books to read. Expressing their ideas and discussing are not hard things to do for them (Meek, 1998). Kaur and Meenu (2013) argue that gifted children are "the assets of incalculable value to the society. But they are the forgotten students in the class. The teacher, generally, in regular classroom cannot take care of gifted children along with the average and the below average" (p. 211). New Mexico Public Education Department (2008) points out that many students who are gifted feel isolated and may become alienated underachievers. Feelings of isolation can increase when attention is given to them because of their giftedness.

According to Szabos (1989), as it is seen in Table 4, differentiation must first be made between the “bright child” and the “gifted learner.” Similarly, to İřpınar Akçayođlu (2011), “beside the common myths about giftedness among the general population, there are misconceptions about the characteristics of gifted children among teachers, too. Many teachers define the characteristics of a bright child when they are required to define the gifted” (p. 20).

Table 4. Differences between bright child and gifted learner (as cited in Frost, 1996, p. 39)

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1 -2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys Peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

### **2.3.2.1. Characteristics of gifted foreign language learners**

Gifted foreign language learners may demonstrate a range of individual differences in behaviour and learning. Faulkner (2003) says that gifted students of foreign languages must have a certain level of competence, linguistically and communicatively, to interact with native speakers. They must be sensitive and rather intuitive to notice small differences. She goes on to say that these gifted foreign language learners may have a number of skills and abilities, like the ability to understand new things, and language talent. This helps them to make it easier to mentally process, understand and produce the new language. According to Little (1990), the gifted foreign language learner seems to know this: The most efficient learners will be those who can use the things they already know in order to learn new things. They have developed some autonomy. They must be autonomous to the point where they have enough independence, belief in their ability, and self-confidence to be able to function in all the different social, psychological situations that they will find themselves in (as cited in Faulkner, 2003).

Gifted students learn a foreign language according to their cognitive and social skills. They have their own reasons for learning foreign languages, which is connected with their motivation and their confidence give the best results for learning a foreign language. This talent is used by gifted learners in a way that they create situations or opportunities to speak, plan, monitor, and learn or to evaluate a foreign language (Faulkner, 2003).

### **2.3.3. The education of the gifted in Turkey**

Firstly, in this section, the education of the gifted is presented in general and then in Turkey. Dai (2010) stated that the field of gifted education started with “Lewis Terman’s (1925) seminal study of children with high IQ, and high IQ has been a gold standard for identifying the intellectually gifted for the last century” (p. 2). Kaur and Meenu (2013) state that gifted and talented children are “those who are identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance” (p. 211). Therefore, according to Marland (1972), these are children who require

differentiated educational programs and services beyond those that are normally provided by the regular school program in order to realize their contribution to self and society (as cited in Kaur & Meenu, 2013). There is a risk that we will never be able to benefit from their abilities if gifted children cannot come up with an education model in which they can show themselves and take advantage of their abilities during their educational life and besides if they are not supported by their families and the environment. When gifted children are identified early and have a chance to be educated with an education model in which they can develop their abilities well, they will be able to put forth scientific and artistic products in the future.

Gifted and talented students can use their brain more effectively and more efficiently, and school should offer to these students the opportunity to develop their abilities in various fields in order to develop the skills, to be able to apply them in other learning contexts. In this way, schools will prepare young people for future, because the world of tomorrow is an Information and Communication Technology (ICT) world, and the gifted children can manage this future with their abilities (Kaur and Meenu, 2013). Christensen (2006) said about gifted students that they learn through real experiences using intrinsic motivation, feelings, cognition and student's values, through developing their prior knowledge, skills and strategies to be able to manage their own learning contexts, through structural variety depending on the degree of abstraction, complexity, organization and subjects covered necessary in the learning context and through freedom to choose topics, learning experiences and work strategies.

In Turkey, based on standards for the assessment and identification of gifted learners published by the Ministry of National Education General Directorate of Special Education and Counseling Services, BILSEM still go on to employ a three-phase process: nomination, screening, and selection and placement, however, from the 2014-2015 academic year, there have been several changes in the content of student selection phases.

In *Nomination* phase, from the 2016-2017 academic year, observation forms aimed to identify gifted individuals are sent to primary schools every year, and classroom teachers

only teaching at 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades (Note: While this process was only implemented in 4<sup>th</sup> grades in the past, in 2014-2015 academic year, this process was implemented in 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades, and in 2015-2016 academic year, this process was implemented in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades.) are asked to nominate gifted children by using the student observation forms including characteristic traits of gifted children according to the fields of general mental, art and music ability. Students who fit within these categories are included in the nomination process, and student observation forms are filled on e-school system and saved to this system.

In *Screening* phase, the identification committee determines which students will proceed to the second phase: screening. A two-stage process of screening is employed: Group screening and individual screening. All students who are nominated for general mental, artistic and musical ability for BILSEM take a group screening test on tablet computers and on the basis of their performance on this test, the identification committee decides which students will proceed to further screening. However, students who do not take the group screening test cannot be taken into individual screening. After the group screening is completed between specific dates, the national average are determined according to the results of the ability areas, and the students who are entitled to individual screening are announced on the internet site of ministry. After the results of group screening are announced, students who score above the average are assessed individually according to their ability areas (general mental, art, music).

In *Selection/placement* phase, students who score above the determined threshold as a result of the tests implemented are placed in orientation education program. Once the students finish the orientation program in which they are observed systematically, they are accepted to the individual training in which they are taught subjects according to their interests and abilities.

In Turkey, gifted students are not exposed to a challenging curriculum at their regular schools looking to improve the performance of low achievers. Lacking academically rigorous curricula, these gifted students fail to develop critical study skills or the

perseverance to attain high achievement. Therefore, today, a differentiated education program is implemented for gifted and talented students at BILSEM where they can study after they score high enough on the test given then qualify for the gifted and talented program provided to meet their specific needs.

BILSEM are independent special education institutions that have been opened to ensure that talented pupils (in the field of art, music and general mental ability) studying at primary school, middle school and high school will be aware of their individual abilities and use them at the highest level by developing their capacities without disrupting their education in formal education institutions. Today, there are 117 BILSEM in 81 cities in Turkey, and around 36,000 students attend these Centers.

At BILSEM, project-based, interdisciplinary, enriched and differentiated educational programs are implemented, and educational activities are organized in accordance with the abilities of the students in order to realize original products, projects and productions. At these Centers, there are five Training Programmes – Orientation, Support, Having students realize their individual abilities, Developing special abilities and Project production and management Training Programmes.

Students in the Centers receive project- and activity-based training in their non-school hours in the direction of their interests and abilities. These trainings are offered with interdisciplinary course content. In these Centers, students are able to study arts, literature, drama, software, foreign language, leadership, mechatronics, astronomy and space sciences, renewable and sustainable energy, aviation, intelligence games, thought education, archeology, urban culture, and similar fields. Training services at these centers are conducted as one-on-one and/or group training according to Individualized Training Programs (ITP), which will be tailored to the performance and training needs of gifted students. While the teaching programmes applied in the center are planned, all development areas of gifted students are handled in unity in their education.



The curricula implemented at the center are planned and student-centered so that they are integrated with the curriculums of the formal education institutions they attend. Teaching and learning activities provide students with the ability to gain high-level thinking skills. It is aimed to educate the students as individuals who use Turkish correctly, beautifully and effectively. The educational process is carried out through a cooperation established between the formal education institution, parents and the center where the student is registered. Teachers provide more interesting lessons and projects at BILSEM, which can encourage and support independent thinking of gifted students. Students are also provided with scientific thinking habits and skills such as being analytical. At BILSEM, no action is taken to measure academic achievement of students, no examinations are taken by them, and no points or grades are used in assessment. Monitoring and evaluation are carried out by using observation forms at each stage of the applied training programs. Besides, program completion certificate is given to students who successfully complete the program at the end of the program.

In content of the English activity book (2016 update) specifically designed and published by Republic of Turkey Ministry of National Education General Directorate of Special Education and Counseling Services for gifted learners studying in EFL classrooms at BILSEM, there are subjects including extensive discussion topics rather than disjointed independent units. The topics have been determined according to the interests of the students. Through the activities in this book, guidance and directions are actively conducted to enable the learner to recognize his/her qualifications and boundaries better.

### **2.3.3.1. Gifted foreign language learning**

Some foreign language learners are more successful than others. They can remember vocabulary easily, speak fluently, and they are more active in lessons, but language learning is about being able to communicate so learners are often judged by their efficiency and attitude in classroom (Faulkner, 2003).

Gifted foreign language behaviour is no exception. Gardner (1983) thinks that linguistic intelligence (how easily one learns language) is a separate talent in his Multiple Intelligences model. One has linguistic intelligence if he can use spoken, written and sign forms of a language, but it is together with other intelligences: logical-mathematical, musical, bodily-kinesthetic, dimensional and so on (as cited in Faulkner, 2003).

To understand what a good foreign language learner is, we can determine what one learner can do that is qualitatively better than another learner. Exploring the creative use of the foreign language is more important because it is the most concrete indication of their accomplished performance. Critically thinking about recent research into these attributes should include the ways of assessment, interpreting objective tests and procedures which can show teachers some behaviors characterized by learner characteristics. A test should describe related behavior within a range of subsequent learner categories and also quantify it numerically, in this way it can be more useful for teachers (Faulkner, 2003).

#### **2.3.4. Assessing giftedness in schools**

A study of Reyes (2004) revealed that gifted and talented assessment ought to be a procedure utilizing information gathered after some time rather than a solitary test implementation. Similarly, a study on giftedness by Bolig and Day (1993) indicated that with larger data samples, the accuracy and identification of talent in individuals increased (as cited in Reyes, 2004). Supporting this is the De Vita (2001) study, showing students from diverse cultural backgrounds having gifts identified with multiple assessments at a greater rate than without (as cited in Reyes, 2004).

A teacher should take into consideration students' past experiences and their academic performance in their native language while evaluating English language learners that may be selected for the gifted and talented programs. Most of the gifted and talented students cannot be known exactly because of their being bad at speaking English in this selection process. Although it is easy to identify an unusual intelligence by using standardized achievement tests and intelligence tests, there cannot be a clear identification of gifted and

talented non-English speaking students because these tests are mostly available only in English. Also, on the other hand, to be able to speak English well is not a clear sign of being gifted and classifying students into groups according to their English level does not result in bad performance for the program prepared for the gifted students (Reyes, 2004).

Students may not perform well on a given intelligence test in many cases even if they may do very well in those areas that are measured by standardized assessment practices. Taking this into account it may be a cautious, wise, sensible and logical approach for the school counselor to adapt a different intelligence test. For instance, a non-verbal intelligence test (language-free) may be more appropriate and more accurate to identify intelligence than a verbal intelligence test. In other case, the decision may be made by a school counselor such as retesting a student next year once again by implementing a different intelligence test. For example, in New Mexico, the traditional assessment that identifies giftedness consists of three main testing areas: intelligence, achievement and high-order thinking skills, such as critical thinking and creativity (New Mexico Public Education Department, 2008).

Results of a successful diagnostic assessment provide curriculum planning. Norm-referenced tests can show us the students who are more qualified than their peers. Non-specific intelligence tests are still used in schools. They are valuable because they can detect students who need more support. Some students may be defined according to their teachers' checklist or their parents can realise their capabilities. The high-order skills are difficult to detect, but they are required for creative thinking. IQ testing is not the only way for assessing gifted students. Researchers think that intelligence tests which are mostly related to the product, not the process cannot assess creativity (Faulkner, 2003).

Intelligence is a constant attribute and ability of getting results which are signs of future potential. Definitions of intelligence are not exact, there are so many varieties. The use of intelligence tests which assess only academic intelligence should be reviewed. In this way, we can obtain a wider concept of giftedness because these tests are not specific enough to assess some qualities, including creativity (Faulkner, 2003).

### 3. METHODOLOGY

This chapter will give information on the pilot study, participants, data collection process, data collection tools and data analysis.

#### 3.1. Pilot Study

Before the main research, just to be able to understand whether the questionnaires *SCoA* VI and *TCoA-III A* were understood by the participants, a pilot study was conducted, and in this study, a total of 40 students studying at Şeker Elementary School and 32 English language teachers teaching at different state schools in Burdur, Turkey completed the questionnaires. The questionnaires *TCoA-III A* were distributed to the English language teachers teaching at different state schools in Burdur. Participants were asked to complete the questionnaire, and half an hour was given to them. Then the answered questionnaires were collected by the researcher. The surveys were also e-mailed to some other English language teachers working at state schools in different cities as well. The answers were received via e-mail. The questionnaire was also uploaded to several groups on Facebook which English language teachers use to share their innovative ideas on how to teach English language better. Few people answered the questionnaire and sent them to the researcher via e-mail.

In order to measure the reliability of the adapted questionnaire *TCoA-III A*, a pilot study was conducted on 32 teachers. According to the results of the reliability analyses, the Cronbach's Alpha for the 'assessment practices section' in *TCoA* was obtained as .97, and the Cronbach's Alpha for the 'statements section' indicating teachers' perceptions of assessment in *TCoA* was obtained as .79. (The high reliability levels of these parts showed that the translated form of the parts was understood by the participants.)

Also, in the pilot study, the questionnaires *SCoA* were distributed to the students studying at Şeker Middle School, Burdur. Participants were asked to complete the questionnaire, and half an hour was given to them. Then the answered questionnaires were collected by

the researcher. In order to measure the reliability of the adapted questionnaire *SCoA*, a pilot study was conducted on 40 students. According to the results of the reliability analyses, the Cronbach's Alpha for the 'statements section' indicating students' perceptions of assessment in *SCoA* was obtained as .81, and the Cronbach's Alpha for the 'types of assessment activities section' in *SCoA* was obtained as .98. (The high reliability levels of these parts showed that the translated form of the parts was understood by the participants.)

### 3.2. Participants

In the main research, the data were obtained from 61 English language teachers from 61 BILSEM and 75 English language learners at BILSEM in Burdur and Isparta, in Turkey. The participants of the main research were 75 pupils, 37 girls and 38 boys, who were enrolled in Burdur and Isparta BILSEM. The students, who were identified as gifted as a result of the test scores they got from the group screening test and international standardized tests, were attending Burdur and Isparta BILSEM and receiving English lesson two hours per week. All of the students, whose ages ranged from 11 to 14, were enrolled in state schools. The demographic information obtained by the survey questions is presented in Tables 5, 6, 7, 8. The demographic information includes the independent variables of this research.

Table 5. Distribution of the teacher participants' gender

Gender	Frequency (F)	Percent (%)
Female	45	73.8
Male	16	26.2
Total	61	100.0

As stated in Table 5, 45 (73.8%) were female, and 16 (26.2%) were male participants of the 61 participants.

Table 6. Distribution of the student participants' gender

Gender	Frequency (F)	Percent (%)
Female	37	49.3
Male	38	50.7
Total	75	100.0

It is observed in Table 6 that of the 75 participants, 37 (49.3%) were female, and 38 (50.7%) were male participants. There is almost equal number of female and male student participants in this study.

Table 7. Distribution of the teacher participants' years of teaching experience

Years of Teaching Experience	Frequency (F)	Percent (%)
Less than 2	2	3.3
Between 2 and 5	8	13.1
Between 6 and 10	14	23.0
More than 10	37	60.7
Total	61	100.0

In Table 7, it is seen that people participating in this study revealed the following years of experience: 2 (3.3%) had less than 2 years of teaching experience, 8 (13.1%) had between 2 and 5 years of teaching experience, 14 (23.0%) had between 6 and 10 years of teaching experience, and 37 (60.7%) had more than 10 years of teaching experience.

Table 8. Distribution of the teacher participants' educational background

Educational Background	Frequency (F)	Percent (%)
Bachelor	29	47.5
Postgraduate Certificate	4	6.6
Postgraduate Diploma	5	8.2
Master	20	32.8
Doctor	3	4.9
Total	61	100.0

Table 8 demonstrates the distribution of participants' educational background. It is observed that the highest degree of the participants ranged from the following: doctoral level 3 (4.9%), postgraduate certificate level 4 (6.6%), postgraduate diploma level 5 (8.2%), master level 20 (32.8), and bachelor level 29 (47.5%).

### **3.3. Data Collection Process**

Data was collected in the fall semester, 2016. The interviews were made in two months period. The questionnaires *SCoA* were implemented to the students studying at Burdur and Isparta BILSEM. Participants were asked to complete the questionnaire, and half an hour was given to them. Then the answered questionnaires were collected by the researcher. This process lasted two weeks at both Centers. The surveys *TCoA-III A* were e-mailed to English language teachers working at different BILSEM. The answers were received via e-mail. The interviews with students were made in two months period. The interviews with several teachers were made as well.

### **3.4. Data Collection Tools**

Chamot, Barnhardt, El-Dinary and Robbins (1999) suggested using more than one way to collect data and collecting information on an ongoing basis. Therefore, in this study, both quantitative and qualitative data collection tools were utilized to collect data. The researcher adopted both quantitative and qualitative research methods to conduct his study. According to Nunan (1995), by the help of these research methods, researchers classify, analyze and interpret the information they gathered.

#### **3.4.1. TCoA-III A**

In this study, to identify English teachers' conceptions and opinions about the assessment used in EFL classrooms at BILSEM, as a data collection method, a *TCoA-III A* originally developed by Brown (2001-2003, 2008) and including three parts was used on receiving

permission from Brown on 22<sup>nd</sup> February, 2016 (See Appendix I). The data collected from the questionnaires was subjected to SPSS version 21.

According to Brown and Michaelides (2011), the TCoA-III A (Brown, 2006, 2008) is a self-report multidimensional survey instrument designed to elicit teachers' level of agreement with four competing purposes of assessment (i.e., improvement, school accountability, student accountability, and irrelevance). In addition to interpreting mean scores for each of these four scales, the inventory allows for more complex interpretations by examination of the inter correlations among the four scales and the paths to the contributing 1st-order factors which make up the irrelevance and improvement scales.

The TCoA-III A by Brown (2001-2003, 2008) was as follows: In the first part, there was a list of 12 assessment tools, and the teachers were asked to indicate the assessment tools that they had in mind when they thought about assessment. In the second part, there were 27 statements to indicate teachers' perceptions of assessment using a six-point Likert-type rating scale, which were Strongly Disagree (1), Mostly Disagree (2), Slightly Agree (3), Moderately Agree (4), Mostly Agree (5), and Strongly Agree (6). In the third part of it, there were questions prepared by Brown in order to get the demographic information of the participants. These questions also elicit the necessary information for the independent variables (See Appendix A).

After conducting the survey on 61 participants the reliability analyses were administered again. The results showed that both parts of the questionnaire had high level of reliability with Cronbach's Alpha of .95 for the 'assessment practices part' and Cronbach's Alpha of .87 for the 'statements part' indicating teachers' perceptions of assessment. The adapted questionnaire was also checked by a lecturer from Department of Foreign Language Education and several English language teachers working at different state schools. The original form of this questionnaire is in English (See Appendix A).



### 3.4.2. SCoA-VI

In this study, to identify English language learners' perceptions and opinions concerning assessment and evaluation processes that they exposed to in EFL classrooms at BILSEM, as a data collection method, a SCoA-VI developed by Brown (2008) and including three parts was used on receiving permission from Brown on 24th February, 2016. According to Brown and Harris (2012), the SCoA-VI elicits attitudes towards four beliefs (assessment: improves teaching and learning, measures external factors, has affective impact/benefit, is irrelevant).

The SCoA-VI by Brown (2008) was as follows: In the first part, there were questions prepared by Brown in order to get the demographic information of the participants. These questions also elicit the necessary information for the independent variables (See Appendix B). In the second part, there were 33 statements to indicate students' perceptions of assessment using a six-point Likert-type rating scale, which were Strongly Disagree (1), Mostly Disagree (2), Slightly Agree (3), Moderately Agree (4), Mostly Agree (5), and Strongly Agree (6). In the third part of it, there was a list of 12 types of assessment activities, and the students were asked to indicate the kinds or types of assessment activities that came to their mind when they thought of the word 'assessment'. In order to be understood by all students taking this survey, the questionnaire was adapted and translated into Turkish by the researcher, and the translated questionnaire was also checked by several language experts. The original form of this questionnaire is in English (See Appendix B & C).

After conducting the survey on 75 participants the reliability analyses were administered again. The results showed that both parts of the questionnaire had high level of reliability with Cronbach's Alpha of .77 for the 'statements part' indicating students' perceptions of assessment and Cronbach's Alpha of .82 for the 'types of assessment activities part'. The data collected from the questionnaires was subjected to SPSS version 21.

### 3.4.3. Interviews

The researcher performed semi-structured interviews including 8 questions with 5 teachers to better understand their views (See Appendix D). Also, as data collection methods for students' opinions, semi-structured interviews including 11 questions were held with 27 students studying at Burdur and Isparta BILSEM, and open-ended questions were asked to these students on receiving permission from Burdur and Isparta National Education Directorates to conduct the interviews at these BILSEM (See Appendix E, F, & H). In the literature, the interview is deemed as an efficient means to have deeper insights into someone's experiences, opinions (Lambert, 2012). The interview questions were checked by several language experts. The participants were provided with the interview questions just before the interviews. With the intention that participants can comfortably express their ideas, the language of the interviews was either English or Turkish depending on the participants' preference. Audio-recording technique was used, and the recordings were transcribed.

After the audio files were transcribed, a peer review was conducted in order to sustain sound credibility and reliability. Regarding peer review, Creswell and Miller (2000) claimed that a peer reviewer provides support, plays devil's advocate, challenges the researchers' assumptions and pushes the researchers to the next step methodologically, and asks hard questions about method and interpretations. In this study, the type of peer review is open review. That is, two colleagues of the researcher made reviews on the data obtained from the interviews made and gave the researcher recommendations as a reference, and both the reviewers and researcher were familiar with each other during the peer review process. Moreover, the data collected was peer-reviewed by two independent language experts in the same field. They read, checked, and gave their opinions about the data that was collected by the researcher working in the same subject area as them via interviews. Thus, the researcher added new dimensions and qualifications to his ideas and comments related to the data that he collected and made clearer comments about the data in this way.

### **3.5. Data Analysis**

The data collected from the questionnaires was subjected to SPSS version 21. In order to get results for the independent variables, Frequency analyses were done. To find out the results in order to answer the research questions, Independent Samples T-test, One-way ANOVA and Pearson Correlation analysis were used.

Independent Samples T-test was conducted in order to find out the differences related to gender, since there are two grouping variables. However, since there are more grouping variables for years of teaching experience, educational background, One-way ANOVA was done to find out the relationship between dependent variables according to these independent ones. To look at the relationship among the four components of TCoA-III, and the four components of SCoA-VI, Correlation analysis was used.

Lastly, the qualitative data collected from the interviews and open-ended questions was subjected to a peer review. In peer review, the open review technique was used to examine the qualitative data in this study.

#### **4. RESULTS**

The purpose of this study was to investigate the conceptions of BILSEM English language teachers and learners regarding assessment in EFL classrooms both quantitatively and qualitatively. This study also investigated the effects of the factors such as teachers' gender, years of teaching experience, education levels and students' gender on their conceptions of assessment. The research questions for the study were:

- 1.** What are the BILSEM English language teachers' perceptions of assessment in terms of: School Accountability, Student Accountability, Improvement, and Irrelevance?
  - a.** Is there a significant difference in teachers' perceptions of assessment according to their gender?
  - b.** Is there a significant difference in teachers' perceptions of assessment according to years of teaching experience?
  - c.** Is there a significant difference in teachers' perceptions of assessment according to their educational background?
- 2.** What is the relationship among the four components of TCoA-III A?
- 3.** What types of assessment practices do the BILSEM English language teachers choose?
- 4.** What are the English language learners' perceptions of assessment in EFL classrooms at BILSEM in terms of; Accountability (School Accountability, Student Accountability), Affect/Benefit (Class Environment, Personal Enjoyment), Improvement (Student Improvement, Teacher Improves Learning), Irrelevance (Bad, Ignore)?
  - a.** Is there a significant difference in students' perceptions of assessment according to their gender?
- 5.** What is the relationship among the four components of SCoA-VI?
- 6.** What are the Burdur and Isparta BILSEM English language learners' choices of assessment practices?

This study investigated both students' conceptions and their teachers' conceptions regarding assessment. The results are organized into two components in this chapter: quantitative and qualitative.

## **4.1. Quantitative Component Analysis**

The first part of this study is quantitative. This part of the study has been conducted to address the research questions as well as the sub-questions associated with these research questions.

### **4.1.1. Results of the teachers' perceptions of assessment**

This section presents the BILSEM English language teachers' perceptions of assessment in terms of: Improvement, School Accountability, Student Accountability, and Irrelevance.

Table 9. Factors of conceptions (Brown, 2004, 2007)

Factor	Item	Statement of conceptions of assessment	
Improvement	3	Assessment is a way to determine how much students have learned from teaching	
	4	Assessment provides feedback to students about their performance	
	5	Assessment is integrated with teaching practice	
	6	Assessment results are trustworthy	
	12	Assessment establishes what students have learned	
	13	Assessment feeds back to students their learning needs	
	14	Assessment information modifies ongoing teaching of students	
	15	Assessment results are consistent	
	21	Assessment measures students' higher order thinking skills	
	22	Assessment helps students improve their learning	
	23	Assessment allows different students to get different instruction	
	24	Assessment results can be depended on	
	School Accountability	1	Assessment provides information on how well schools are doing
		10	Assessment is an accurate indicator of a school's quality
19		Assessment is a good way to evaluate a school	
Student Accountability	2	Assessment places students into categories	
	11	Assessment is assigning a grade or level to student work	
	20	Assessment determines if students meet qualifications standards	
Irrelevance	7	Assessment forces teachers to teach in a way against their beliefs	
	8	Teachers conduct assessments but make little use of the results	
	9	Assessment results should be treated cautiously because of measurement error	
	16	Assessment is unfair to students	
	17	Assessment results are filed & ignored	
	18	Teachers should take into account the error and imprecision in all assessment	
	25	Assessment interferes with teaching	
	26	Assessment has little impact on teaching	
	27	Assessment is an imprecise process	

According to the study of Brown (2007), the improvement conception had four contributing factors (i.e., assessment describes student learning, assessment is valid, assessment improves student learning, and assessment improves teaching). Irrelevance had three contributing factors (i.e., assessment is unfair, assessment is ignored, and assessment is inaccurate). Student accountability and school accountability conceptions included single factors. Table 10 shows the BILSEM English language teachers' perceptions of assessment in terms of Improvement.

Table 10. Items related to improvement

Items	Frequencies						Percentages (%)					
	SD	MD	SA	MA	MA	SA	SD	MD	SA	MA	MA	SA
3.Assessment is a way to determine how much students have learned from teaching	1	4	7	13	20	16	1.6	6.6	11.5	21.3	32.8	26.2
4.Assessment provides feedback to students about their performance	0	1	6	12	23	19	0	1.6	9.8	19.7	37.7	31.1
5.Assessment is integrated with teaching practice	0	2	6	15	22	16	0	3.3	9.8	24.6	36.1	26.2
6.Assessment results are trustworthy	2	8	16	23	11	1	3.3	13.1	26.2	37.7	18.0	1.6
12.Assessment establishes what students have learned	1	2	13	23	18	4	1.6	3.3	21.3	37.7	29.5	6.6
13.Assessment feeds back to students their learning needs	0	2	7	20	16	16	0	3.3	11.5	32.8	26.2	26.2
14.Assessment information modifies ongoing teaching of students	0	2	12	22	19	6	0	3.3	19.7	36.1	31.1	9.8
15.Assessment results are consistent	2	9	21	18	9	2	3.3	14.8	34.4	29.5	14.8	3.3
21.Assessment measures students' higher order thinking skills	1	11	17	20	10	2	1.6	18.0	27.9	32.8	16.4	3.3
22.Assessment helps students improve their learning	1	1	13	21	15	10	1.6	1.6	21.3	34.4	24.6	16.4
23.Assessment allows different students to get different Instruction	3	7	15	20	11	5	4.9	11.5	24.6	32.8	18.0	8.2
24.Assessment results can be depended on	1	3	20	17	16	4	1.6	4.9	32.8	27.9	26.2	6.6

SD= Strongly Disagree  
MA= Moderately Agree  
MD= Mostly Disagree  
MA= Mostly Agree  
SA= Slightly Agree  
SA= Strongly Agree

As Table 10 presents, items 3, 4, 5, 6, 12, 13, 14, 15, 21, 22, 23, and 24 are related to Improvement Conception. Table 10 shows that 32.8% of the teachers mostly agreed, and 26.2% of the teachers strongly agreed with Item 3. It means that 59.0% of the teachers use assessment as one of the ways to determine how much students have learned from teaching. Likewise, 37.7% of the teachers mostly agreed, and 31.1% of the teachers strongly agreed with Item 4, and 26.2% of the teachers mostly agreed, and 26.2% of the teachers strongly agreed with Item 13. These two items are related to feedback to students, and it can be said that for the majority of the participants, assessment is important as a means of feedback. In addition to this, the item that was mostly (36.1%) and strongly (26.2%) agreed by the participants was Item 5. As it is understood, 62.3% of the teachers see assessment as an integrated process with teaching practice.

The items that were moderately agreed by the participants were Item 6, 12, 14, 15, 22, 23, 24. Among these items, item 6, 15, and 24 are related to assessment results, and 37.7% of the teachers moderately agreed with Item 6, 29.5% of the teachers moderately agreed with Item 15, and 27.9% of the teachers moderately agreed, and 26.2% of the teachers mostly agreed with Item 24. These percentages of agreement showed that assessment results are perceived as trustworthy, consistent and can be depended on according to most of the teachers.

Item 12 was moderately agreed by 37.7% of the teachers and mostly agreed by 29.5% of the teachers. Similarly, 36.1% of the teachers moderately agreed, and 31.1% of the teachers mostly agreed with Item 14, 34.4% of the teachers moderately agreed, and 24.6% of the teachers mostly agreed with Item 22, and 32.8% of the teachers moderately agreed with Item 23. These items indicated that assessment establishes what students have learned, assessment information modifies ongoing teaching of students, assessment helps students improve their learning, and assessment allows different students to get different instruction.



The item that was mostly disagreed (18.0%) by the participants was Item 21. According to the participants, assessment does not measure students' higher order cognitive skills, such as analyzing and evaluating.

Table 11 shows the BILSEM English language teachers' perceptions of assessment in terms of School Accountability.

Table 11. Items related to school accountability

Items	Frequencies						Percentages (%)					
	SD	MD	SA	MA	MA	SA	SD	MD	SA	MA	MA	SA
1.Assessment provides information on how well schools are doing	0	5	13	18	19	6	0	8.2	21.3	29.5	31.1	9.8
10.Assessment is an accurate indicator of a school's quality	10	6	14	22	9	0	16.4	9.8	23.0	36.1	14.8	0
19.Assessment is a good way to evaluate a school	5	11	15	24	6	0	8.2	18.0	24.6	39.3	9.8	0

As it is seen in Table 11, Items 1, 10, and 19 are related to School Accountability. It can be seen that 29.5% of the teachers moderately agreed, and 31.1% of the teachers mostly

agreed with the Item 1. It demonstrated that 60.6% of the teachers supported the idea that assessment provides information about how well schools do.

23.0% of the teachers slightly agreed, and 36.1% of the teachers moderately agreed but 16.4% of the teachers strongly disagreed with Item 10. It indicates that on the one hand, 59.1% of the teachers partially approve the idea that assessment is an accurate indicator of a school's quality, but on the other hand, on the contrary with this conception, 16.4% of the teachers do not see assessment as an accurate indicator of a school's quality. Item 19 was slightly agreed by 24.6% of the teachers and moderately agreed by 39.3% of the teachers. It shows that 63.9% of the teachers see assessment as a good way to evaluate schools.

Table 12 reveals the BILSEM English language teachers' perceptions of assessment in terms of Student Accountability.

Table 12. Items related to student accountability

Items	Frequencies						Percentages (%)					
	SD	MD	SA	MA	MA	SA	SD	MD	SA	MA	MA	SA
2.Assessment places students into categories	3	7	9	24	13	5	4.9	11.5	14.8	39.3	21.3	8.2
11.Assessment is assigning a grade or level to student work	2	9	10	23	16	1	3.3	14.8	16.4	37.7	26.2	1.6
20.Assessment determines if students meet qualifications standards	1	8	18	22	10	2	1.6	13.1	29.5	36.1	16.4	3.3

As it is seen from the table, Items 2, 11, and 20 are related to Student Accountability. Item 2 was moderately agreed by 39.3% of the teachers and mostly agreed by 21.3% of the teachers. Similarly, 37.7% of the teachers moderately agreed, and 26.2% of the teachers mostly agreed with the Item 11. Besides, 29.5% of the teachers slightly agreed, and 36.1% of the teachers moderately agreed with the Item 20.

Table 13 reveals the BILSEM English language teachers' perceptions of assessment in terms of Irrelevance.

Table 13. Items related to irrelevance

Items	Frequencies						Percentages (%)					
	SD	MD	SA	MA	MA	SA	SD	MD	SA	MA	MA	SA
7.Assessment forces teachers to teach in a way against their beliefs	4	10	20	15	10	2	6.6	16.4	32.8	24.6	16.4	3.3
8.Teachers conduct assessments but make little use of the results	4	8	16	17	14	2	6.6	13.1	26.2	27.9	23.0	3.3
9.Assessment results should be treated cautiously because of measurement error	0	2	11	13	17	18	0	3.3	18.0	21.3	27.9	29.5
16.Assessment is unfair to students	11	25	11	7	4	3	18.0	41.0	18.0	11.5	6.6	4.9
17.Assessment results are filed & ignored	5	14	14	17	9	2	8.2	23.0	23.0	27.9	14.8	3.3
18.Teachers should take into account the error and imprecision in all assessment	0	3	12	11	21	14	0	4.9	19.7	18.0	34.4	23.0
25.Assessment interferes with teaching	4	4	14	25	10	4	6.6	6.6	23.0	41.0	16.4	6.6
26.Assessment has little impact on teaching	17	18	12	11	3	0	27.9	29.5	19.7	18.0	4.9	0
27.Assessment is an imprecise process	7	14	21	11	5	3	11.5	23.0	34.4	18.0	8.2	4.9

As Table 13 presents, items 7, 8, 9, 16, 17, 18, 25, 26, and 27 are related to Irrelevance Conception. Table 13 shows that 32.8% of the teachers slightly agreed, and 24.6% of the teachers moderately agreed with Item 7. Similarly, 26.2% of the teachers slightly agreed, and 27.9% of the teachers moderately agreed with the Item 8.

Item 9 was mostly agreed by 27.9% of the teachers and strongly agreed by 29.5% of the teachers. Likewise, 34.4% of the teachers mostly agreed, and 23.0% of the teachers strongly agreed with Item 18. As it is understood, 57.4% of the teachers agree that assessment results should be treated cautiously because of measurement error, and teachers should take into account the error and imprecision in all assessment.

The item that was mostly disagreed (41.0%) by the participants was Item 16. It indicates that the participants disapprove the idea that assessment is unfair to students. Similarly, 29.5% of the learners mostly disagreed, and 27.9% of them strongly disagreed with Item 26. 23.0% of the teachers slightly agreed, and 27.9% of the teachers moderately agreed but 23.0% of the teachers mostly disagreed with Item 17. It indicates that on the one hand, 50.9% of the teachers partially approve the idea that assessment results are filed & ignored, but on the other, on the contrary with this conception, 23.0% of the teachers think that assessment results are not filed and ignored.

Item 25 was slightly agreed by 23.0% of the teachers and moderately agreed by 41.0% of the teachers. This result demonstrates that the teachers believe assessment interferes with teaching. Item 27 indicated that 23.0% of the teachers mostly disagreed, and 11.5% of them strongly disagreed while 34.4% of the teachers slightly agreed, and 18.0% of the teachers moderately agreed with Item 27.

#### **4.1.1.1. Teachers' perceptions of assessment according to their gender**

First, the results of Independent-Samples T-Test for Improvement Factor are presented in Table 14. The results demonstrate that there is not a significant difference ( $p=.58$ ) between the teachers' improvement perceptions according to their gender,  $p>.05$ , and both groups

have high levels of perceptions of improvement factor since their means ( $\bar{X}$ ) are closer to the highest score 6.

Table 14. T-Test results for perceptions of improvement factor according to gender

Gender	N	$\bar{X}$	SD	df	t	p
Female	45	4.09	0.67	19.49	-.54	0.58
Male	16	4.25	1.05			

Second, the results of Independent-Samples T-Test for School Accountability Factor are given in Table 15. The results indicate that there is not a significant difference ( $p=.13$ ) between the teachers' school accountability perceptions according to their gender,  $p>.05$ .

Table 15. T-Test results for perceptions of school accountability factor according to gender

Gender	N	$\bar{X}$	SD	df	t	p
Female	45	3.42	0.94	59	-1.53	0.13
Male	16	3.85	1.01			

Third, the results of Independent-Samples T-Test for Student Accountability Factor are presented in Table 16. The results show that there is not a significant difference ( $p=.63$ ) between the teachers' student accountability perceptions according to their gender,  $p>.05$ .

Table 16. T-Test results for perceptions of student accountability factor according to gender

Gender	N	$\bar{X}$	SD	df	t	p
Female	45	3.77	0.69	18.65	0.47	0.63
Male	16	3.62	1.21			

Lastly, the results of Independent-Samples T-Test for Irrelevance Factor are given in Table 17. The results show that there is not a significant difference ( $p=.21$ ) between the teachers' irrelevance perceptions according to their gender,  $p>.05$ .

Table 17. T-Test results for perceptions of irrelevance factor according to gender

Gender	N	$\bar{X}$	SD	df	t	p
Female	45	3.53	0.69	59	1.26	0.21
Male	16	3.27	0.75			

#### 4.1.1.2. Teachers' perceptions of assessment according to their years of teaching experience

First, the results of ANOVA analysis for Improvement Factor are shown on Tables 18 and 19. These tables reveal that there is not a significant difference ( $p=.60$ ) in the teachers' improvement perceptions according to their years of teaching experience,  $F(3, 57) = 0.61$ ,  $p>.05$ .

Table 18. Descriptive statistics for teachers' perceptions of improvement factor

Years of Teaching Experience	N	$\bar{X}$	SD
Less than 2	2	4.16	0.94
Between 2 and 5	8	4.38	0.56
Between 6 and 10	14	4.26	0.77
More than 10	37	4.02	0.83
Total	61	4.13	0.78

Table 19. ANOVA results for perceptions of improvement factor according to teachers' years of teaching experience

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	1.16	3	0.38	0.61	0.60
Within groups	35.93	57	0.63		
Total	37.09	60			

Tables 18 and 19 also demonstrate that although there is not a significant relationship ( $p=.60$ ) between groups, participants have high levels of perceptions of improvement factor since the means of their answers ( $\bar{X}$ ) are close to the highest score 6.

Second, the results of ANOVA analysis for School Accountability Factor are shown on Tables 20 and 21. These tables reveal that there is not a significant difference ( $p=.83$ ) in the teachers' school accountability perceptions according to their years of teaching experience,  $F(3, 57) = 0.29, p>.05$ .

Table 20. Descriptive statistics for teachers' perceptions of school accountability factor

Years of Teaching Experience	N	$\bar{X}$	SD
Less than 2	2	4.16	0.23
Between 2 and 5	8	3.54	0.75
Between 6 and 10	14	3.54	0.86
More than 10	37	3.49	1.08
Total	61	3.53	0.97

Table 21. ANOVA results for perceptions of school accountability factor according to teachers' years of teaching experience

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	0.85	3	0.28	0.29	0.83
Within groups	56.31	57	0.98		
Total	57.17	60			

Third, the results of ANOVA analysis for Student Accountability Factor are shown on Tables 22 and 23. These tables reveal that there is not a significant difference ( $p=.41$ ) in the teachers' student accountability perceptions according to their years of teaching experience,  $F(3, 57) = 0.97, p>.05$ .

Table 22. Descriptive statistics for teachers' perceptions of student accountability factor

Years of Teaching Experience	N	$\bar{X}$	SD
Less than 2	2	3.66	0.00
Between 2 and 5	8	3.91	0.75
Between 6 and 10	14	3.40	0.95
More than 10	37	3.82	0.84
Total	61	3.73	0.85

Table 23. ANOVA results for perceptions of student accountability factor according to teachers' years of teaching experience

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	2.12	3	0.70	0.97	0.41
Within groups	41.45	57	0.72		
Total	43.58	60			

Lastly, the results of ANOVA analysis for Irrelevance Factor are shown on Tables 24 and 25. These tables reveal that there is not a significant difference ( $p=.79$ ) in the teachers' irrelevance perceptions according to their years of teaching experience,  $F(3, 57) = 0.34$ ,  $p>.05$ .

Table 24. Descriptive statistics for teachers' perceptions of irrelevance factor

Years of Teaching Experience	N	$\bar{X}$	SD
Less than 2	2	3.66	0.78
Between 2 and 5	8	3.23	0.50
Between 6 and 10	14	3.48	0.72
More than 10	37	3.49	0.76
Total	61	3.46	0.71

Table 25. ANOVA results for perceptions of irrelevance factor according to teachers' years of teaching experience

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	0.54	3	0.18	0.34	0.79
Within groups	30.11	57	0.52		
Total	30.65	60			



#### 4.1.1.3. Teachers' perceptions of assessment according to their educational background

First, the results of ANOVA analysis for Improvement Factor are shown on Tables 26 and 27. These tables reveal that there is not a significant difference ( $p=.54$ ) in the teachers' improvement perceptions according to their educational background,  $F(4, 56) = 0.78$ ,  $p>.05$ .

Table 26. Descriptive statistics for teachers' perceptions of improvement factor

Educational Background	N	$\bar{X}$	SD
Bachelor	29	4.10	0.90
Postgraduate Certificate	4	4.45	0.49
Postgraduate Diploma	5	3.63	0.60
Master	20	4.21	0.72
Doctor	3	4.33	0.28
Total	61	4.13	0.78

Table 27. ANOVA results for perceptions of improvement factor according to teachers' educational background

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	1.96	4	0.49	0.78	0.54
Within groups	35.13	56	0.62		
Total	37.09	60			

Tables 26 and 27 also indicate that although there is not a significant relationship ( $p=.54$ ) between groups, participants have high levels of perceptions of improvement factor since the means of their answers ( $\bar{X}$ ) are close to the highest score 6.

Second, the results of ANOVA analysis for School Accountability Factor are shown on Tables 28 and 29. These tables reveal that there is not a significant difference ( $p=.40$ ) in

the teachers' school accountability perceptions according to their educational background,  $F(4, 56) = 1.01, p > .05$ .

Table 28. Descriptive statistics for teachers' perceptions of school accountability factor

Educational Background	N	$\bar{X}$	SD
Bachelor	29	3.43	1.06
Postgraduate Certificate	4	4.16	0.63
Postgraduate Diploma	5	3.00	0.81
Master	20	3.70	0.86
Doctor	3	3.44	1.26
Total	61	3.53	0.97

Table 29. ANOVA results for perceptions of school accountability factor according to teachers' educational background

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	3.87	4	0.96	1.01	0.40
Within groups	53.29	56	0.95		
Total	57.17	60			

Third, the results of ANOVA analysis for Student Accountability Factor are shown on Tables 30 and 31. These tables reveal that there is not a significant difference ( $p = .75$ ) in the teachers' student accountability perceptions according to their educational background,  $F(4, 56) = 0.48, p > .05$ .

Table 30. Descriptive statistics for teachers' perceptions of student accountability factor

Educational Background	N	$\bar{X}$	SD
Bachelor	29	3.68	0.93
Postgraduate Certificate	4	4.25	0.68
Postgraduate Diploma	5	3.60	0.68
Master	20	3.70	0.80
Doctor	3	4.00	1.00
Total	61	3.73	0.85

Table 31. ANOVA results for perceptions of student accountability factor according to teachers' educational background

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	1.44	4	0.36	0.48	0.75
Within groups	42.13	56	0.75		
Total	43.58	60			

Lastly, the results of ANOVA analysis for Irrelevance Factor are shown on Tables 32 and 33. These tables reveal that there is not a significant difference ( $p=.16$ ) in the teachers' irrelevance perceptions according to their educational background,  $F(4, 56) = 1.68, p>.05$ .

Table 32. Descriptive statistics for teachers' perceptions of irrelevance factor

Educational Background	N	$\bar{X}$	SD
Bachelor	29	3.47	0.70
Postgraduate Certificate	4	4.05	0.61
Postgraduate Diploma	5	3.24	0.65
Master	20	3.30	0.68
Doctor	3	4.07	0.94
Total	61	3.46	0.71

Table 33. ANOVA results for perceptions of irrelevance factor according to teachers' educational background

Source of Variance	Sum of Squares	df	Mean Square	F	p
Between Groups	3.29	4	0.82	1.68	0.16
Within groups	27.35	56	0.48		
Total	30.65	60			

#### 4.1.2. Correlations among the four components of TCoA-III A

As it is seen in Table 34, this section presents the relationship among the four components of TCoA-III A called as Improvement, School Accountability, Student Accountability, and

Irrelevance. Pearson Correlation analysis was implemented to reveal the relationship between these four components.

Table 34. Correlation results for teachers' perceptions of assessment

		IMP	SCHACC	STUDACC	IRR
IMP	Pearson Correlation	1	.71**	.45**	.03
	Sig. (2-tailed)		.00	.00	.78
	N	61	61	61	61
SCHACC	Pearson Correlation	.71**	1	.46**	.03
	Sig. (2-tailed)	.00		.00	.83
	N	61	61	61	61
STUDACC	Pearson Correlation	.45**	.46**	1	.32*
	Sig. (2-tailed)	.00	.00		.01
	N	61	61	61	61
IRR	Pearson Correlation	.03	.03	.32*	1
	Sig. (2-tailed)	.78	.80	.01	
	N	61	61	61	61

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

IMP= IMPROVEMENT

SCHACC= SCHOOL ACCOUNTABILITY

STUDACC= STUDENT ACCOUNTABILITY

IRR= IRRELEVANCE

Table 34 presents correlations among four components of the BILSEM English language teachers' perceptions of assessment. In Table 34, it is observed that all correlations among components are in positive direction. The table demonstrates that there is a strong, positive and significant correlation between Improvement and School Accountability in perceptions of assessment,  $r = 0.71$ ,  $p < 0.01$ . The correlation between Improvement and Student Accountability is moderate, positive and significant,  $r = 0.45$ ,  $p < 0.01$ . However, the correlation between Improvement and Irrelevance is so poor, and there is not a significant difference between these components,  $r = 0.03$ ,  $p > 0.05$ .

There is a moderate, positive and significant correlation between School Accountability and Student Accountability,  $r= 0.46$ ,  $p<0.01$ . However, the correlation between School Accountability and Irrelevance is so poor, and there is not a significant difference between these components,  $r= 0.03$ ,  $p>0.05$ . Lastly, the correlation between Student Accountability and Irrelevance is poor, but there is a significant difference between these components,  $r= 0.32$ ,  $p<0.05$ .

#### **4.1.3. Results of the teachers' perceptions of assessment practices**

As it is seen in Table 35, this section presents the BILSEM English language teachers' perceptions of assessment practices. The teachers were asked to answer the following question: What types of assessment practices do you have in mind and choose when you think about assessment? (Unplanned Observation, Oral Question & Answer, Planned Observation (e.g., Running Record, Checklist), Student Written Work (e.g., activity sheets, spelling or math facts), Marked Homework, Student Self or Peer Assessment, Conferencing, Portfolio / Scrapbook, Teacher Made Written Test, Standardized Test, Essay Test, and 1-3 Hour Examination)

Table 35. Teachers' perceptions of assessment practices

Assessment Practices	Frequency	Percentage (%)
Unplanned Observation	33	54
Oral Question & Answer	46	75
Planned Observation (e.g., Running Record, Checklist)	46	75
Student Written Work (e.g., activity sheets, spelling or math facts)	50	82
Marked Homework	26	43
Student Self or Peer Assessment	44	72
Conferencing	12	20
Portfolio / Scrapbook	44	72
Teacher Made Written Test	32	52
Standardised Test	32	52
Essay Test	21	34
1-3 Hour Examination	19	31

Table 35 demonstrates that Student Written Work (e.g., activity sheets, spelling or math facts) (82%), Oral Question & Answer and Planned Observation (e.g., Running Record, Checklist) (75%), Student Self or Peer Assessment and Portfolio / Scrapbook (72%), Unplanned Observation (54%), and Teacher Made Written Test and Standardized Test

(52%) are the types of assessment practices commonly preferred by the teachers to assess their students' language performances in their classes. However, Conferencing (20%) is the least preferred assessment practice that is used by the teachers in their classes.

#### **4.1.3.1. Results of the teachers' choices of types of assessment and assessment practices**

In the last part of the survey, the researcher asked the BILSEM English language teachers five multiple choice questions aiming to learn their choices of daily assessment types and assessment practices that they generally use in their classes (See Appendix G). More specifically, the teachers were asked to answer the following questions: Do you use the alternative assessment methods, such as self- and peer-assessment, portfolio assessment, etc. properly and effectively to judge your students' English knowledge or to learn whether they understand the topic or not in your classes at BILSEM?, How are your students' reactions to the alternative assessment methods used to assess them in English classes at BILSEM?, Which assessment type is more effective for your students' gaining four language skills in English? Traditional or alternative assessment or both of them?, Which assessment type(s) is/are more effective for your students' gaining critical thinking skills and creativity?, and Which assessment method(s) do you prefer and implement in your classes? These multiple choice questions were asked in order to make the results elicited through the first and second part of the questionnaire more specific.

As it is clearly seen, related to the first question "Do you use the alternative assessment methods, such as self- and peer-assessment, portfolio assessment, etc. properly and effectively to judge your students' English knowledge or to learn whether they understand the topic or not in your classes at BILSEM?", Table 36 presents the results of whether the teachers use the alternative assessment methods in their classes.

Table 36. Teachers' choices of alternative assessment methods

Answers	Frequency	Percentage (%)
Yes	33	54.1
No	1	1.6
Partly	25	41.0
I do not use any alternative assessment methods in my classes	2	3.3
I am not sure	0	0

Table 36 demonstrates that most of the teachers use the alternative assessment methods, such as self- and peer-assessment, portfolio assessment, etc. properly and effectively to judge their students' English knowledge or to learn whether they understand the topic or not in their classes at BILSEM (54.1% yes, 41.0% partly).

As it is clearly seen, related to the second question “How are your students' reactions to the alternative assessment methods used to assess them in English classes at BILSEM?”, Table 37 presents the results of students' reactions to the alternative assessment methods used to assess them in English classes at BILSEM.

Table 37. Students' reactions to the alternative assessment methods

Answers	Frequency	Percentage (%)
Positive	43	70.5
Negative	3	4.9
Neutral	15	24.6

Table 37 indicates that reaction of most of the students to the alternative assessment methods used to assess them in English classes at BILSEM is positive (70.5% positive).

As it is clearly seen, related to the third question “Which assessment type is more effective for your students’ gaining four language skills in English? Traditional or alternative



assessment or both of them?”, Table 38 presents the effect of types of assessment on students’ gaining four language skills in English.

Table 38. Effect of types of assessment on students’ gaining four language skills in English

Answers	Frequency	Percentage (%)
Traditional assessment	0	0
Alternative assessment	34	55.7
Both traditional and alternative assessment	23	37.7
I am not sure	4	6.6

Table 38 indicates that according to the teachers, alternative assessment (55.7%) is more effective for the students’ gaining four language skills in English. Besides, 37.7% of the teachers also think that traditional and alternative assessment both are effective for the students’ gaining four language skills in English.

As it is clearly seen, related to the fourth question “Which assessment type(s) is/are more effective for your students’ gaining critical thinking skills and creativity?”, Table 39 presents the effect of types of assessment on students’ gaining critical thinking skills and creativity.

Table 39. Effect of types of assessment on students’ gaining critical thinking skills and creativity

Answers	Frequency	Percentage (%)
Traditional assessment	0	0
Alternative assessment	41	67.2
Both traditional and alternative assessment	18	29.5
I am not sure	2	3.3

Table 39 indicates that according to the teachers, alternative assessment (67.2%) is more effective for the students’ gaining critical thinking skills and creativity.

As it is clearly seen, related to the fifth question “Which assessment method(s) do you prefer and implement in your classes?”, Table 40 presents which assessment method(s) the teachers prefer and implement in their classes at BILSEM.

Table 40. Assessment method(s) the teachers prefer and implement in their classes at BILSEM

Answers	Frequency	Percentage (%)
Always "Alternative Assessment" (Self- and Peer-Assessment, Portfolios, Journals, Interviews, Discussions, Observations, etc.)	22	36.1
Always "Traditional Assessment" (Multiple-choice, gap-filling, true/false, matching, etc.)	0	0
Mostly alternative assessment but sometimes traditional assessment	34	55.7
Mostly traditional assessment but sometimes alternative assessment	3	4.9
I do not use any assessment method(s) in my classes	2	3.3

Table 40 demonstrates that the teachers prefer and implement mostly alternative assessment but sometimes traditional assessment in their classes at BILSEM (55.7%). Besides, 36.1% of the teachers always use alternative assessment, such as self- and peer-assessment, portfolios, journals, interviews, discussions, observations, etc. in order to judge their students' English knowledge or to learn whether they understand the topic or not in their classes at BILSEM.

#### **4.1.4. Results of the students' perceptions of assessment**

This section presents the BILSEM English language learners' perceptions of assessment in terms of: Improvement (Student Improvement, Teacher Improves Learning), External Attribution/Accountability (School Accountability, Student Accountability), Affect/Benefit (Class Environment, Personal Enjoyment), and Irrelevance (Bad, Ignore). The subgroups by Brown (2007, 2009, 2012) were also used to investigate the conceptions of BILSEM English language learners regarding assessment in EFL classrooms at BILSEM in this study. These subgroups and their statements are categorized and presented in Table 41.

Table 41. Factors of conceptions (Brown, 2007, 2009, 2012)

Factor	Item	Statement of conceptions of assessment
Improvement	1	I pay attention to my assessment results in order to focus on what I could do better next time
	5	Assessment helps teachers track my progress
	8	Assessment is a way to determine how much I have learned from teaching
	9	Assessment is checking off my progress against achievement objectives or standards
	10	I make use of the feedback I get to improve my learning
	14	I look at what I got wrong or did poorly on to guide what I should learn next
	15	I use assessments to take responsibility for my next learning steps
	19	I use assessments to identify what I need to study next
	23	My teachers use assessment to help me improve
	27	Teachers use my assessment results to see what they need to teach me next
External	30	Assessment shows whether I can analyze and think critically about a topic
	4	Assessment results show how intelligent I am
	11	Assessment provides information on how well schools are doing
	16	Assessment results predict my future performance
	20	Assessment is important for my future career or job
Affect	24	Assessment measures the worth or quality of schools
	33	Assessment tells my parents how much I've learnt
	2	Assessment encourages my class to work together and help each other
	6	Assessment is an engaging and enjoyable experience for me
	12	Assessment motivates me and my classmates to help each other
	17	Our class becomes more supportive when we are assessed
	21	When we do assessments, there is a good atmosphere in our class
	25	Assessment makes our class cooperate more with each other
	28	When we are assessed, our class becomes more motivated to learn
	31	I find myself really enjoying learning when I am assessed
Irrelevance	3	Assessment is unfair to students
	7	I ignore assessment information
	13	Assessment interferes with my learning
	18	Teachers are over-assessing
	22	Assessment results are not very accurate
	26	Assessment is value-less
	29	I ignore or throw away my assessment results
	32	Assessment has little impact on my learning

Brown (2011) states that “the SCoA focuses on students’ conceptions of how assessment functions and what it is rather than on students’ understandings of intellectual ability, which did not play a statistically significant role in discriminating between high and low

motivation students” (p. 744). According to the study of Brown (2012), the improvement conception had two contributing factors (i.e., assessment improves the teacher’s teaching, and assessment improves the student’s learning). External attribution conception had two contributing factors (i.e., assessment serves external purposes such as judging a school’s quality or predicting students’ future educational and employment success). Affect conception had two contributing factors (i.e., assessment is enjoyable and helps classmates be more supportive of each other), and irrelevance conception had two contributing factors, too (i.e., assessment is unfair, and assessment is ignored). Table 42 shows the BILSEM English language learners’ perceptions of assessment in terms of Improvement.

Table 42. Items related to improvement

Items	Frequencies						Percentages (%)					
	SD	MD	SA	MA	MA	SA	SD	MD	SA	MA	MA	SA
1.I pay attention to my assessment results in order to focus on what I could do better next time	3	1	5	9	22	35	4.0	1.3	6.7	12.0	29.3	46.7
5.Assessment helps teachers track my progress	0	1	4	9	20	41	0	1.3	5.3	12.0	26.7	54.7
8.Assessment is a way to determine how much I have learned from teaching	4	3	9	9	21	29	5.3	4.0	12.0	12.0	28.0	38.7
9.Assessment is checking off my progress against achievement objectives or standards	2	5	4	18	23	23	2.7	6.7	5.3	24.0	30.7	30.7
10.I make use of the feedback I get to improve my learning	4	2	10	14	23	22	5.3	2.7	13.3	18.7	30.7	29.3
14.I look at what I got wrong or did poorly on to guide what I should learn next	3	2	4	8	25	33	4.0	2.7	5.3	10.7	33.3	44.0
15.I use assessments to take responsibility for my next learning steps	6	3	7	20	23	16	8.0	4.0	9.3	26.7	30.7	21.3
19.I use assessments to identify what I need to study next	4	5	8	16	23	19	5.3	6.7	10.7	21.3	30.7	25.3
23.My teachers use assessment to help me improve	4	6	7	14	20	24	5.3	8.0	9.3	18.7	26.7	32.0
27.Teachers use my assessment results to see what they need to teach me next	8	9	7	9	20	22	10.7	12.0	9.3	12.0	26.7	29.3
30.Assessment shows whether I can analyze and think critically about a topic	6	7	12	19	16	15	8.0	9.3	16.0	25.3	21.3	20.0

SD= Strongly Disagree      MD= Mostly Disagree      SA= Slightly Agree  
MA= Moderately Agree      MA= Mostly Agree      SA= Strongly Agree

As Table 42 presents, items 1, 5, 8, 9, 10, 14, 15, 19, 23, 27, and 30 are related to Improvement Conception. As it is seen, 29.3% of the students mostly agreed, and 46.7% of the students strongly agreed with Item 1. Likewise, 33.3% of the students mostly agreed, and 44.0% of the students strongly agreed with Item 14, and 30.7% of the students mostly

agreed, and 25.3% of the students strongly agreed with Item 19. These two items are also related to significance of assessment results for students' next studies like Item 1. In addition to this, the items that were mostly and strongly agreed by the participants were Item 5, 8, 9, 10, 15, 23, 27. Among these items, item 5, 8, and 9 are related to task of assessment for tracking students' progress, and 26.7% of the students mostly agreed, and 54.7% of the students strongly agreed with Item 5, 28.0% of the students mostly agreed, and 38.7% of the students strongly agreed with Item 8, and 30.7% of the students mostly agreed, and 30.7% of the students strongly agreed with Item 9.

Similarly, 30.7% of the students mostly agreed, and 29.3% of the students strongly agreed with Item 10, and 30.7% of the students mostly agreed, and 21.3% of the students strongly agreed with Item 15. These two items are related to feedback to students. Additionally, 26.7% of the students mostly agreed, and 32.0% of the students strongly agreed with Item 23, and 26.7% of the students mostly agreed, and 29.3% of the students strongly agreed with Item 27. Item 30 was moderately agreed by 25.3% of the students and mostly agreed by 21.3% of the students.

Table 43 shows the BILSEM English language learners' perceptions of assessment in terms of External.

Table 43. Items related to external

Items	Frequencies						Percentages (%)					
	SD	MD	SA	MA	MA	SA	SD	MD	SA	MA	MA	SA
4.Assessment results show how intelligent I am	30	13	4	10	14	4	40.0	17.3	5.3	13.3	18.7	5.3
11.Assessment provides information on how well schools are doing	9	7	7	19	19	14	12.0	9.3	9.3	25.3	25.3	18.7
16.Assessment results predict my future performance	9	7	10	21	18	10	12.0	9.3	13.3	28.0	24.0	13.3
20.Assessment is important for my future career or job	7	9	16	6	15	22	9.3	12.0	21.3	8.0	20.0	29.3
24.Assessment measures the worth or quality of schools	11	7	10	18	15	14	14.7	9.3	13.3	24.0	20.0	18.7
33.Assessment tells my parents how much I've learnt	10	6	6	11	16	26	13.3	8.0	8.0	14.7	21.3	34.7

As Table 43 presents, items 4, 11, 16, 20, 24, and 33 are related to External Conception. It is seen that 20.0% of the students mostly agreed, and 29.3% of the students strongly agreed with Item 20. Likewise, 21.3% of the students mostly agreed, and 34.7% of the students strongly agreed with Item 33.

Item 11 was moderately agreed by 25.3% of the students and mostly agreed by 25.3% of the students. Similarly, 28.0% of the students moderately agreed, and 24.0% of the students mostly agreed with Item 16, and 24.0% of the students moderately agreed, and 20.0% of the students mostly agreed with Item 24. These items indicated that assessment provides information on how well schools are doing, assessment results predict the students' future performance, and assessment measures the worth or quality of schools. The item that was strongly disagreed (40.0%) by the participants was Item 4.

Table 44 reveals the BILSEM English language learners' perceptions of assessment in terms of Affect.



Table 44. Items related to affect

Items	Frequencies						Percentages (%)					
	SD	MD	SA	MA	MA	SA	SD	MD	SA	MA	MA	SA
2.Assessment encourages my class to work together and help each other	11	8	10	20	16	10	14.7	10.7	13.3	26.7	21.3	13.3
6.Assessment is an engaging and enjoyable experience for me	10	10	17	15	11	12	13.3	13.3	22.7	20.0	14.7	16.0
12.Assessment motivates me and my classmates to help each other	13	9	20	14	10	9	17.3	12.0	26.7	18.7	13.3	12.0
17.Our class becomes more supportive when we are assessed	11	14	13	10	17	10	14.7	18.7	17.3	13.3	22.7	13.3
21.When we do assessments, there is a good atmosphere in our class	16	18	17	11	7	6	21.3	24.0	22.7	14.7	9.3	8.0
25.Assessment makes our class cooperate more with each other	13	16	15	13	12	6	17.3	21.3	20.0	17.3	16.0	8.0
28.When we are assessed, our class becomes more motivated to learn	15	11	11	15	13	10	20.0	14.7	14.7	20.0	17.3	13.3
31.I find myself really enjoying learning when I am assessed	10	7	11	13	20	14	13.3	9.3	14.7	17.3	26.7	18.7

As Table 44 presents, items 2, 6, 12, 17, 21, 25, 28, and 31 are related to Affect Conception. As it is seen, 26.7% of the students moderately agreed, and 21.3% of the students mostly agreed with Item 2. Likewise, 22.7% of the students mostly agreed with Item 17, and 26.7% of the students mostly agreed with Item 31.

Item 6 was slightly agreed by 22.7% of the students and moderately agreed by 20.0% of the students. Similarly, 26.7% of the students slightly agreed, and 18.7% of the students moderately agreed with Item 12. These items indicated that assessment is an engaging and enjoyable experience for the students, and assessment motivates the students and their classmates to help each other.

The items that were mostly disagreed (24.0% and 21.3% respectively) by the participants were Item 21 and Item 25 although these items were slightly agreed (22.7% and 20.0% respectively) by the participants, too. According to the participants, there is not a good atmosphere in their class when they are assessed, and assessment does not make their class cooperate more with each other. The item that was strongly disagreed (20.0%) by the participants was Item 28 although this item was moderately agreed (20.0%) by the participants, too.

Table 45 reveals the BILSEM English language learners' perceptions of assessment in terms of Irrelevance.

Table 45. Items related to irrelevance

Items	Frequencies						Percentages (%)					
	SD	MD	SA	MA	MA	SA	SD	MD	SA	MA	MA	SA
3.Assessment is unfair to students	43	12	8	5	4	3	57.3	16.0	10.7	6.7	5.3	4.0
7.I ignore assessment information	39	21	4	7	2	2	52.0	28.0	5.3	9.3	2.7	2.7
13.Assessment interferes with my learning	29	13	15	8	4	6	38.7	17.3	20.0	10.7	5.3	8.0
18.Teachers are over-assessing	16	14	15	11	10	9	21.3	18.7	20.0	14.7	13.3	12.0
22.Assessment results are not very accurate	21	21	14	8	5	6	28.0	28.0	18.7	10.7	6.7	8.0
26.Assessment is value-less	29	17	8	12	6	3	38.7	22.7	10.7	16.0	8.0	4.0
29.I ignore or throw away my assessment results	45	10	10	2	3	5	60.0	13.3	13.3	2.7	4.0	6.7
32.Assessment has little impact on my learning	24	21	14	8	6	2	32.0	28.0	18.7	10.7	8.0	2.7

As Table 45 presents, items 3, 7, 13, 18, 22, 26, 29, and 32 are related to Irrelevance Conception. As it is clearly seen, all of the items (Item 3, 7, 13, 18, 22, 26, 29, and 32) were strongly disagreed by the participants. Among these items, item 7, 22, and 29 are related to assessment results, and 52.0% of the students strongly disagreed with Item 7, 28.0% of the students strongly disagreed with Item 22, and 60.0% of the students strongly disagreed with Item 29. The other items that were strongly disagreed (57.3%, 38.7%, 21.3%, 38.7% and 32.0% respectively) by the participants were Items 3, 13, 18, 26 and 32.

#### 4.1.4.1. Students' perceptions of assessment according to their gender

First, the results of Independent-Samples T-Test for Improvement Factor are presented in Table 46. The results demonstrate that there is not a significant difference between the students' improvement perceptions according to their gender,  $p > .05$ , and both groups have high levels of perceptions of improvement factor since their means ( $\bar{X}$ ) are closer to the highest score 6.

Table 46. T-Test results for perceptions of improvement factor according to gender

Gender	N	$\bar{X}$	SD	df	t	p
Female	37	4.62	0.89	73	0.18	0.85
Male	38	4.58	0.89			

Second, the results of Independent-Samples T-Test for External Factor are given in Table 47. The results indicate that there is not a significant difference between the students' external perceptions according to their gender,  $p > .05$ .

Table 47. T-Test results for perceptions of external factor according to gender

Gender	N	$\bar{X}$	SD	df	t	p
Female	37	3.62	1.24	73	-1.13	0.25
Male	38	3.91	0.95			

Third, the results of Independent-Samples T-Test for Affect Factor are presented in Table 48. The results show that there is not a significant difference between the students' affect perceptions according to their gender,  $p > .05$ .

Table 48. T-Test results for perceptions of affect factor according to gender

Gender	N	$\bar{X}$	SD	df	t	p
Female	37	3.35	0.93	73	-0.70	0.48
Male	38	3.52	1.17			

Lastly, the results of Independent-Samples T-Test for Irrelevance Factor are given in Table 49. The results show that there is not a significant difference between the students' irrelevance perceptions according to their gender,  $p > .05$ .

Table 49. T-Test results for perceptions of irrelevance factor according to gender

Gender	N	$\bar{X}$	SD	df	t	p
Female	37	2.56	1.00	73	1.68	0.09
Male	38	2.20	0.85			

#### 4.1.5. Correlations among the four components of SCoA-VI

As it is seen in Table 50, this section presents the relationship among the four components of SCoA-VI called as Improvement, External, Affect, and Irrelevance. Pearson Correlation analysis was implemented to reveal the relationship between these four components.

Table 50. Correlation results for students' perceptions of assessment

		IMP	EXT	AFF	IRR
IMP	Pearson Correlation	1	.69**	.62**	-.59**
	Sig. (2-tailed)		.00	.00	.00
	N	75	75	75	75
EXT	Pearson Correlation	.69**	1	.46**	-.48**
	Sig. (2-tailed)	.00		.00	.00
	N	75	75	75	75
AFF	Pearson Correlation	.62**	.46**	1	-.53**
	Sig. (2-tailed)	.00	.00		.00
	N	75	75	75	75
IRR	Pearson Correlation	-.59**	-.48**	-.53**	1
	Sig. (2-tailed)	.00	.00	.00	
	N	75	75	75	75

\*\* . Correlation is significant at the 0.01 level (2-tailed).

IMP= IMPROVEMENT

EXT= EXTERNAL

AFF= AFFECT

IRR= IRRELEVANCE

Table 50 presents correlations among four components of the BILSEM English language learners' perceptions of assessment. In Table 50, it is observed that all correlations among components except Irrelevance are in positive direction. The correlation between Irrelevance and Improvement, External, and Affect is in negative direction. The table demonstrates that there is a strong, positive and significant correlation between Improvement and External in perceptions of assessment,  $r= 0.69$ ,  $p<0.01$ . The correlation between Improvement and Affect is strong, positive and significant,  $r= 0.62$ ,  $p<0.01$ . The correlation between Improvement and Irrelevance is moderate, negative and significant,  $r= -.59$ ,  $p<0.01$ .

There is a moderate, positive and significant correlation between External and Affect,  $r= 0.46$ ,  $p<0.01$ . The correlation between External and Irrelevance is moderate, negative and significant,  $r= -.48$ ,  $p<0.01$ . Lastly, the correlation between Affect and Irrelevance is moderate, negative and significant, too,  $r= -.53$ ,  $p<0.01$ .

#### **4.1.6. Results of the students' perceptions of assessment practices**

As it is seen in Table 51, this section presents the Burdur and Isparta BILSEM English language learners' perceptions of assessment practices. The students were asked to answer the following question: When you think of the word *assessment*, which kinds or types of assessment activities come to your mind? (An examination that takes one to three hours, I score or evaluate my own performance, My class mates score or evaluate my performance, The teacher asks me questions out loud in class, The teacher grades or marks or scores the written work I hand in, The teacher grades me on a written test that he or she made up, The teacher grades me on a written test that was written by someone other than the teacher, The teacher observes me in class and judges my learning, The teacher scores a portfolio of work I have done over the course of a term or school year, The teacher scores me on an in-class written essay, The teacher scores my performance after meeting or conferencing with me about my work, The teacher uses a checklist to judge my in-class performance, and Something else)

Table 51. Students' perceptions of assessment practices

Assessment Practices	Frequency	Percentage (%)
An examination that takes one to three hours	33	44
I score or evaluate my own performance	60	80
My class mates score or evaluate my performance	26	35
The teacher asks me questions out loud in class	13	17
The teacher grades or marks or scores the written work I hand in	51	68
The teacher grades me on a written test that he or she made up	58	77
The teacher grades me on a written test that was written by someone other than the teacher	15	20
The teacher observes me in class and judges my learning	42	56
The teacher scores a portfolio of work I have done over the course of a term or school year	33	44
The teacher scores me on an in-class written essay	54	72
The teacher scores my performance after meeting or conferencing with me about my work	25	33
The teacher uses a checklist to judge my in-class performance	28	36
Something else	17	23

Table 51 demonstrates that I score or evaluate my own performance (80%), The teacher grades me on a written test that he or she made up (77%), The teacher scores me on an in-

class written essay (72%), The teacher grades or marks or scores the written work I hand in (68%), and The teacher observes me in class and judges my learning (56%) are the types of assessment practices that come to the students' mind when they think of the word *assessment*. However, the teacher asks me questions out loud in class (17%) is the assessment practice that comes to the students' mind least when they think of the word *assessment*.

## **4.2. Qualitative Component Review**

The second part of this study is qualitative. This part includes the examination of the answers given to the interview questions by the English language teachers and learners. In this study, the qualitative data collected from the interviews and open-ended questions was used to support the quantitative data.

### **4.2.1. Review of the answers given to the interview questions by the English language teachers**

The interviews were conducted with 5 teachers working at BILSEM in different cities. The qualitative data collected from the interviews and open-ended questions was subjected to a peer review. The open review technique was used to examine the qualitative data in this study. Two colleagues of the researcher made reviews on the data obtained from the interviews conducted and gave the researcher recommendations as a reference, and both the reviewers and researcher were familiar with each other during the peer review process. Thus, the researcher added new dimensions and qualifications to his ideas and comments related to the data that he collected, and he made clearer comments about the data in this way.

The first question in the interview is “What is the first thing that comes into your mind when you hear “Traditional Assessment” and “Alternative Assessment”?” The results of the review show that according to the participants, *traditional assessment* is the process of checking the progress of the students in an unannounced and informal way while



*alternative assessment* can be defined as supportive assessment types, such as self- and peer-assessment, project work, portfolios, learner diaries, and standardized tests. To the participants, while traditional is standard, alternative means production. T4 said that *alternative assessment means trendy teachers but traditional assessment represents old fashioned ones*. In addition, when someone says traditional assessment, the participants think of pen and paper, multiple choice tests that measure students' success at knowledge level. Alternative assessment techniques, on the other hand, provide teachers with the opportunity to see students' knowledge in various dimensions of a single area.

The second question in the interview is: "Which assessment method(s) do you prefer and implement in your classes? Why?" The review of the answers given to this question shows that most of the participants (T2, T3, T4) prefer alternative assessment methods because they assess students' performance and increase the motivation of both good and poor learners. Besides, some of the participants (T1, T5) use both summative and formative and alternative assessment types for the purpose of achieving the reliability and validity for evaluating the students' progress and success.

The third question in the interview is: "Which assessment type is more effective for your students' gaining four language skills in English? Traditional or alternative assessment?" The review of the answers given to this question shows that four participants (T1, T2, T3, T5) stated that alternative assessment methods helped them to identify their students' levels from different dimensions, so the answer is "alternative assessment". Teachers have a chance of getting evaluation in a broader perspective in alternative assessment, and they can see the improvements of students in several areas clearly. Furthermore, if teachers assess and evaluate students from different dimensions, it will be a less likelihood for them to be referred or claimed as subjective, so the participants think that alternative assessment is more effective for their students' gaining four language skills in English and prefer alternative assessment in their classes.

The fourth question in the interview is: "Which assessment type is more effective for your students' gaining critical thinking skills and creativity?" All of the participants stated that

alternative assessment is more effective because it gives students more opportunities of research and thinking. While students are searching any information, they read all kinds of materials that present different and conflicting claims and knowledge. So they think over them, evaluate and decide. It is clear that traditional assessment methods are not effective in assessing critical thinking; they assess information at knowledge level. If they are multiple choice questions, then there is no space for assessing critical thinking. Students choose among the readily available options. Therefore, it will be an indispensable and unprejudiced way for a teacher to use alternative assessment types for his/her students, as they can reflect their own perceptions and skills in the learning process, and alternative assessment encourages to process learning.

The fifth question in the interview is: “What kind of challenges have you experienced while implementing traditional and alternative assessment methods so far?” The review of the answers given to this question shows that in traditional, students’ physical situation such as being ill, sleepy and even tiredness can affect the result, and students may not have the same chance to get reassessment. In alternative, teachers are tired while grading and evaluating because such evaluation generally needs long reading or writing or oral assessment materials. In fact being assessed by a superior knowledge causes some distress, especially if it is a foreign language class, in the learning environment. So it will be valuable for a teacher to assess his/her students in a friendly environment. However, as teachers need to assess their students, they may face some problems in this assessment process; for example, when they implement traditional assessment for them, students can feel uneasy and have a lack of motivation.

In alternative assessment methods, teachers usually encounter time constraint problems in the handing over process. Furthermore, students may also have difficulties when providing some substances for the alternative assessment types. T4 said that: *Sometimes I realize that my students have not even heard of the word portfolio. And it becomes hard to use alternative assessment ways. Sometimes it is easier for the teachers to apply the known rather than the unknown.* Besides, T5 stated that traditional assessment methods she used gave her clues about only the reading skill of her students, maybe grammar or vocabulary

as well. Although they are components of language knowledge, they are just one side of it. This is a big problem, it is not reliable. The participant went on to state that when she uses alternative methods that include various skills/knowledge types, etc., then she comes across some criticisms. People say “How come a student who answers all questions right in tests score lower here?” so it requires a lot of patience and explanations to people.

The sixth question in the interview is “What do you do to cope with the challenges you have while you are implementing the assessment tools in your classes?” The participants stated that before deciding on types of assessment, they have to take into consideration the drawbacks of the classrooms. Especially, these drawbacks arise due to some financial inadequacies of the students. Then, what they should pay attention to is what they aim to assess and whether it is the right assessment tool for the purpose. Some of the teachers (T3, T4) stated that they cope with the challenges by interaction with the students because seeing someone practising is better than hearing it. In addition to this, 3 teachers (T1, T4, T5) believe that what they are doing is right in the long term so they do their best about overcoming the difficulties. They always explain the notion behind their actions to the administration, students, colleagues, and even parents when necessary. It is not easy, it takes a lot of time, but it works.

The seventh question in the interview is: “Alternative assessment is the core and main assessment type used in English classes at BILSEM. Do you think that only the alternative assessment is sufficient to assess the students’ all language and thinking skills? Or have you thought using any traditional assessment techniques with the alternative ones to assess what your students have learnt in English classes up to now?” The review of the answers given to this question shows that some of the participants (T1, T2) think that in most of the cases, assessment is a beneficial way for observing and keeping the progress of the students; yet, what they should take into consideration is that they have to be careful about its time constraints, students’ learning types and interests rather than the type of assessment. As a result, they prefer to use the assessment which is suitable for the student type, time and their purpose.

According to 2 participants (T1, T2), alternative is mainly sufficient but students may need traditional assessment such as placement tests when the teachers need to place them in groups. On the other hand, 2 teachers (T4, T5) have not used the traditional ones up to now. They think that portfolio assessment comes up with all their students' improvement, and they did not need any traditional assessment scores to have idea about their students' success and knowledge in their lessons. Besides, as for BILSEM, they accept students who all achieve well in traditional assessment methods, so something more is needed, and they are alternative assessment methods.

The final question in the interview is: "What are your opinions and suggestions for 'Assessment' in English classes at BILSEM?" 3 participants (T3, T4, T5) stated that using alternative ways of assessment gives students joy and encouragement, learning atmosphere by doing and learning in process. Students should not be judged by formal projects; instead their self- assessment should be motivated. 3 participants (T2, T4, T5) suggest that keeping a portfolio and how to keep it can be told as a webinar to BILSEM teachers. They also suggest that assessments should be shared with students' formal school English teachers and students' assessment techniques must have the same so that students can have similar portfolios that can give clear information about students' English level when they go to other BILSEM. Furthermore, they believe that any assessment should include all skills. And students with similar scores should be grouped together in their educational process in BILSEM.

#### **4.2.2. Review of the answers given to the interview questions by the English language learners**

The interviews were conducted with 27 students studying at BILSEM in Burdur and Isparta. The first question in the interview is "What is the first thing that comes into your mind when you hear the word *Assessment*?" The results of the review show that according to most of the participants (S2, S4, S7, S9, S13, S16, S21, S23, S24, S25, S26, S27), the first thing that comes into their mind when they hear the word *assessment* is exam. In addition, the other words that come into their mind are scores, marks, grade, school,

success, repetition of topics they have learned, the method used to measure how much they understand what is taught in the lesson, a tool that makes it possible to learn about a community, behavioral evaluations, questionnaire aimed to measure the achievement and intelligence of the learner, to measure someone's knowledge, exam topics, an evaluation made at the end of the topics they have learned, taking notes, evaluating themselves, lessons and books because of the fact that their exams are formed by lessons and books, questions, abcd options, teachers, quiz, test, and projects. Besides, some of the participants (S14, S16, S17, S20, S22) think that assessment is *punishment*. They say that they have a lot of trouble during this *punishment*. After *punishment* has ended, they get rid of their troubles. Also, to them, assessment is stress, fear, teachers who walk around the desks, feeling of inadequacy, anxiety, disappointment, difficult questions, difficulty level, and an unnecessary thing.

Besides, while answering the questionnaires in the main research, some English language learners at Burdur and Isparta BILSEM also answered the question by choosing Something else and expressed their opinions on the other assessment practices that come to their mind when they think of the word *assessment* as follows:

S1: *Teacher wants me to practice what is being taught and evaluates me.*

S2: *Exams that are unnecessary. (Because the mood of the learner then affects everything.)*

S3: *A set of questions that I use my memory rather than logic to answer.*

S4: *Teacher sets the class level by exam.*

S5: *Reactions of my family when I get 90-100 from the exams.*

S6: *Grade average of term.*

S7: *A 40-minute doom.*

S8: *Something that helps me to see my deficiencies.*

S9: *Teacher reflects my behavior towards him/her on the marks.*

S10: *Teacher measures my participation in the lesson.*

S11: *Nightmare of a few students but an easy exam for a few.*

S12: *Students that get high grades are envied by others.*

S13: *Teacher has an idea about our success and knowledge.*

S14: *Some teachers are not equal on exams.*

- S15: *Teacher gives me 1 or 2 points if my grade is 98 or 99.*
- S16: *Anxiety*
- S17: *Teacher teaches me with the method I want.*
- S18: *Teacher takes into account all that I have marked.*
- S19: *Teacher calls and shows us our points.*
- S20: *Some very boring papers.*
- S21: *Teacher often gives me the right to speak during the lesson.*
- S22: *Teacher follows me privately.*
- S23: *Unfair education system*
- S24: *Assessing our abilities (We should be judged by our abilities.)*
- S25: *Nonsense education system and exams (We should not be judged only by exam.)*
- S26: *There should not be any exams, because excitement can wipe out all knowledge.*
- S27: *The main exam is a student's development, speech, culture and how he/she applies what he or she learns into real life.*
- S28: *I am very scared when I hear the word EXAM.*
- S29: *I sacrifice everything to get a high grade from the exam.*
- S30: *I do not like the exams, but it is compulsory.*
- S31: *No more exams, I'm going into depression.*
- S32: *An unfair education*
- S33: *Teacher makes quizzes for our learning.*

The second question in the interview is: "Is *assessment* important and necessary while learning a topic at school?" The review of the answers given to this question shows that according to most of the participants (S2, S3, S4, S5, S6, S7, S8, S9, S10, S13, S15, S17, S18, S19, S20, S23, S24, S25, S26, S27), assessment is important and necessary because it shows whether the subject is understood or not and how much and how well they understand and learn a topic, it measures their level and whether they have enough information about the subject or not, they see their mistakes, and it provides students to learn a topic easily. Furthermore, it is important and necessary to test how much students understand a topic, to consolidate their knowledge, and to see their deficiencies and studying by being aware of them. On the other hand, some of the participants (S1, S11,

S12, S14, S16, S21, S22) think that assessment may be important and necessary but there should not be so much assessment anyway. They believe that assessing very often is nonsense because it is more stress for them. They also think that the lesson's being interesting and enjoyable during teaching is more important than assessment.

The third question in the interview is: "Does being assessed in English provide you with any advantages or disadvantages?" The review of the answers given to this question shows that considerable number of the participants (S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S15, S17, S18, S19, S20, S21, S23, S24, S25, S27) thinks being assessed in English provides them advantages. It is useful and provides them with advantages because they know what they learnt and to what extent they understood and learnt a topic with assessment, they see their mistakes and study them, and according to the mistakes they make, they correct their deficiencies. In addition, assessment provides them to consolidate their knowledge, shows how powerful their vocabulary is and how well they keep word meanings in their memory, provides them to answer the question of *What should I practice?*, and also students repeat the topics while they are studying for the exams. On the other hand, some of the participants (S16, S22, S26) think that it has both advantages and disadvantages because they have an idea about their learning with assessment, but if they have low grades, they feel bad and stressful, and it is clear that stress is a really bad thing for their success and motivation.

The fourth question in the interview is: "Which is better: traditional assessment or alternative assessment? Which one do you like and prefer? Why?" Most of the participants (S1, S2, S3, S4, S5, S6, S7, S8, S9, S11, S12, S13, S14, S18, S19, S20, S23, S25, S26, S27) stated that alternative assessment is better. They also stated that they like and prefer alternative assessment because they feel more relaxed and free in alternative assessment while they have got stress in vain in traditional assessment so they can make mistakes because of the stress, it is easier to learn something with different activities in alternative assessment for them, learning by doing is more useful, and it is more instructive. It is clear that stress does not emerge in alternative assessment as it does in traditional exams, and alternative assessment makes the learner more active because it allows students to use their

skills and learnings together. In other words, in traditional assessment, the student is not active because it only measures what he/she has learned, but in alternative assessment, the student applies and practices what he/she has learned so in this method the student is active. The participants also stated that they prefer alternative assessment because it is more formative and beneficial, more consistent, motivating, has more advantages, lessons will be more understandable with alternative, and they have a second chance to achieve something in alternative. On the other hand, some of the participants (S10, S15, S21, S22, S24) stated that they prefer traditional assessment because they always take traditional exams at school, parents are doing the alternative exams rather than students according to them, and if they work regularly, they can get high marks in traditional. Besides, some of the participants (S16, S17) prefer both of them but in different lessons because while alternative assessment is more effective in artistic lessons, traditional one is more effective in science lessons.

The fifth question in the interview is: “What are your concerns about traditional and alternative assessment?” The review of the answers given to this question shows that concern of most of the participants (S3, S4, S6, S8, S9, S10, S11, S12, S13, S14, S15, S16, S19, S20, S23, S24, S26, S27) is to get low marks in traditional assessment because according to them, marks are very important. Also, their other concerns in traditional assessment are: they have a fear that they cannot do traditional exams, the copy problem is too much because they think that students cheating in the exams can get their efforts very quickly, they are worried about the difficulty level and timing of traditional assessment, they are afraid of not being able to pass the exams, and they are nervous about giving wrong answers to questions in traditional exams. In addition, they think traditional assessment does not evaluate their learning level, it only evaluates their memorizing ability so using traditional assessment is worrying. Furthermore, some of the students (S1, S7, S21, S22, S25) have concerns both in traditional and alternative assessment such as the difficulty of exams, and failure. On the other hand, several participants (S2, S5, S17, S18) have not got any concerns about traditional and alternative assessment. According to them, in alternative assessment, lessons are more productive and creative because there is no



concern about grades, and also they state that they prepare their projects very well, and thus they have not got any problems in alternative assessment.

The sixth question in the interview is “In which assessment type do you have difficulties?” Almost all the participants (S2, S3, S6, S7, S8, S11, S12, S13, S14, S16, S18, S19, S20, S23, S24, S25, S26, S27) stated that they have difficulties in traditional assessment type because according to them, they can make mistakes with the anxiety the questions give them especially in traditional, their teachers ask details and do not sometimes give them the grades they deserve in traditional exams. On the other hand, some of the participants (S4, S9, S10, S21, S22) stated that they have difficulties in alternative assessment types because they sometimes have difficulty in providing the materials in alternative assessment.

The seventh question in the interview is: “What kind of challenges have you experienced in both traditional and alternative assessment methods so far?” Regarding traditional assessment methods, the participants (S1, S2, S3, S6, S7, S8, S9, S10, S11, S12, S13, S15, S16, S19, S20, S21, S22, S23, S24, S25, S26, S27) stated that they may not sometimes remember the topic or how to solve the problem in traditional exams, the exams were boring and intensive, they felt themselves under pressure, the stress they experienced caused them to misrepresent their knowledge, and the chance of cheating in traditional exams is very high. They also stated that they have difficulty in questions in traditional assessment, making a choice between two options in traditional exams, and out of topic questions, they have experienced challenges in memorizing the topics, they could not use the time properly, they have more than one exam in one day, and they have difficulties in focusing and attention in traditional assessment methods. On the other hand, regarding alternative assessment methods, some of the participants (S1, S4, S10, S21, S22) stated that they have challenges in not doing well in things such as size, shape, smoothness, etc. in alternative assessment. Besides, several participants (S5, S14, S17, S18) stated that they have not experienced any challenges in both assessment methods so far.

The eighth question in the interview is “What do you do to cope with the challenges you have while you are being assessed at both your regular school and BILSEM?” Most of the

participants (S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S16, S17, S18, S20, S21, S22, S23, S24, S25, S26, S27) stated that in their regular school, they study harder because there is traditional assessment, but at BILSEM, they ask help from their teachers and consult them. In addition, they stated that if they do not know the topic or have not enough knowledge about it, they make some preliminaries, they repeat the topics and solve tests at their regular schools, they study regularly but if not enough, they get help from their families, they think calmly, consider the problem again and try to focus on by relaxing, they try not to be stressful, and they listen to lessons more carefully, and they do more homework. S19 stated that: *I have been properly assessed at BILSEM, and I have not encountered any difficulties, but in my regular school, I do what I need to get a high grade, even if it is wrong. (I memorize, etc.)* Few students (S14, S15) said that they do nothing because there are not any difficulties for them.

The ninth question in the interview is: “How effective are traditional and alternative assessment methods if you give percentage out of a hundred for gaining four language skills in English?” As it is seen in Tables 52 and 53, the responses of the participants are categorized under the effectiveness levels of traditional and alternative assessment methods for gaining four language skills.

Table 52. The percentages of effectiveness levels of traditional assessment methods for gaining four language skills (speaking, writing, listening and reading) in English stated by the participants

Effectiveness percentages	Number of Participants (27)	Percentages of the participants out of 100%
100% - 91%	0	0
90% - 81%	4	14.8
80% - 71%	2	7.4
70% - 61%	2	7.4
60% - 51%	2	7.4
50% - 41%	3	11.1
40% - 31%	2	7.4
30% - 21%	7	25.9
20% - 11%	2	7.4
10% - 0%	3	11.1

As it is seen in Table 52, 44.4% of the participants (S1, S4, S5, S6, S8, S11, S12, S14, S16, S18, S19, S21) think that traditional assessment methods have a very small effect on gaining four language skills (speaking, writing, listening and reading) in English.

Table 53. The percentages of effectiveness levels of alternative assessment methods for gaining four language skills (speaking, writing, listening and reading) in English stated by the participants

Effectiveness percentages	Number of Participants (27)	Percentages of the participants out of 100%
100% - 91%	11	40.7
90% - 81%	6	22.2
80% - 71%	2	7.4
70% - 61%	3	11.1
60% - 51%	0	0
50% - 41%	5	18.5
40% - 31%	0	0
30% - 21%	0	0
20% - 11%	0	0
10% - 0%	0	0

As it is seen in Table 53, 70.3% of the participants (S1, S2, S5, S6, S7, S8, S10, S11, S14, S15, S18, S19, S21, S22, S23, S24, S25, S26, S27) think that alternative assessment methods have a huge effect on gaining four language skills (speaking, writing, listening and reading) in English.

The tenth question in the interview is: “How effective are traditional and alternative assessment methods if you give percentage out of a hundred for fostering your critical thinking skills and creativity?” As it is seen in Tables 54 and 55, the responses of the participants are categorized under the effectiveness levels of traditional and alternative assessment methods for fostering critical thinking skills and creativity.

Table 54. The percentages of effectiveness levels of traditional assessment methods for fostering critical thinking skills and creativity stated by the participants

Effectiveness percentages	Number of Participants (27)	Percentages of the participants out of 100%
100% - 91%	0	0
90% - 81%	0	0
80% - 71%	3	11.1
70% - 61%	2	7.4
60% - 51%	0	0
50% - 41%	4	14.8
40% - 31%	5	18.5
30% - 21%	3	11.1
20% - 11%	2	7.4
10% - 0%	8	29.6

As it is seen in Table 54, 48.1% of the participants (S6, S7, S8, S11, S13, S14, S16, S17, S18, S19, S21, S23, S25) think that traditional assessment methods have a very small effect on fostering their critical thinking skills and creativity. In other words, according to them, traditional assessment methods do not provide students with capability in critical and creative thinking because it is so difficult to be able to learn to generate and evaluate knowledge, consider alternatives and solve problems in this type of assessment.

Table 55. The percentages of effectiveness levels of alternative assessment methods for fostering critical thinking skills and creativity stated by the participants

Effectiveness percentages	Number of Participants (27)	Percentages of the participants out of 100%
100% - 91%	11	40.7
90% - 81%	8	29.6
80% - 71%	1	3.7
70% - 61%	2	7.4
60% - 51%	3	11.1
50% - 41%	2	7.4
40% - 31%	0	0
30% - 21%	0	0
20% - 11%	0	0
10% - 0%	0	0

As it is seen in Table 55, 74.0% of the participants (S1, S2, S3, S6, S7, S8, S10, S11, S14, S15, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27) think that alternative assessment methods have a huge effect on fostering their critical thinking skills and creativity because this type of assessment creates opportunities for students to be able to use their imagination and innovation skills in all learning areas not only at their school but also in their lives beyond school. In other words, students can develop their critical and creative thinking through alternative assessment methods very well.

The final question in the interview is: “What are your opinions and suggestions for “Assessment” in English classes at BILSEM?” Almost all the participants (S3, S4, S5, S6, S7, S8, S9, S10, S11, S13, S14, S15, S16, S17, S19, S20, S22, S25, S26) stated that since assessment and evaluation type in BILSEM is an alternative assessment, it makes their learning easier and increases comprehension and the level of creativity more. Some of the participants (S1, S2, S12, S21, S27) suggest that after a topic is discussed, a small competition on this topic can be made, and teachers can give them feedback about portfolios every year. Since there are not any traditional exams at BILSEM, the participants like that, and they think being assessed not with the information they memorize and forget after a few weeks but with their creativity and abilities contributes to them and reminds them that everything is not a lesson. They also think that English lessons at BILSEM are based on speaking, and this is very effective in improving English. Besides, the participants state that alternative assessment is better at BILSEM because it provides permanence, and students want to come here, but in traditional assessment, students only want to get high marks. They also state that traditional assessment should never be used at schools; alternative one should be used, but in alternative assessment, their desire to participate in the activities can be taken into consideration. On the other hand, several participants (S18, S23, S24) think that self- and peer-assessment is not good because students may hide their real thoughts and feelings.

## **5. DISCUSSION AND CONCLUSION**

In this chapter, the results related to quantitative component will be discussed relating the findings with the previous studies mentioned in the literature review. Besides, as it has been stated before, the qualitative data collected from the interviews and open-ended questions will be used to support the quantitative data. Each research question will be presented in sub-titles, and the answers will be given to the questions based on the findings of this study.

### **5.1. What are the BILSEM English Language Teachers' Perceptions of Assessment in terms of: School Accountability, Student Accountability, Improvement, and Irrelevance?**

The percentages of the teachers' agreement about School Accountability subgroup showed that most teachers support the idea that assessment provides information about how well schools do. Most of the teachers also see assessment as a good way to evaluate schools while some of the teachers do not see assessment as an accurate indicator of a school's quality. This indicates that most of the participants see assessment as a useful and valid tool to identify schools' role and function in educational area when they handle the results of it. It is clear that most of the participants understand whether schools support the learning of students and enhance it according to the assessment results of students in a school. In her doctorate thesis, Ludwig (2013) indicates that 88 teachers (55%) expressed a moderate to strong belief that assessments provide information on how well schools are doing, and it is clearly seen that teachers agreed that assessment makes it possible to evaluate schools.

The BILSEM English language teachers' conception of assessment related to Student Accountability subgroup generally indicated that the teachers use assessment in their classes to place students into categories. In other words, they use assessment in their classes to better understand their students' intellectual development levels, learning types, and learning approaches, such as Behaviorist Approach to Learning, Cognitive Approach

to Learning, etc. Also, they use assessment in their classes to assign a grade or level to their students' work and to be able to understand whether their students meet qualifications standards or not. This indicates that teachers make assessments to be able to understand whether students in any grade level, such as primary school, middle school, high school or science and arts center understand the theoretical content of the subject well and turn it into the practical uses of that subject. However, in his study, Brown (2008) stresses that assessments of student learning had little contribution to improved outcomes. Information as to what kind of learning is required by the assessments of student accountability and how those are conceived of by the teachers is needed to make better sense of this contribution.

According to the results related to Improvement subgroup, most of the teachers think that assessment provides feedback to students about their performance, and it is integrated with teaching practice. Most of the teachers also believe that assessment results are consistent, trustworthy and can be depended on but according to them assessment does not measure students' higher order cognitive skills, such as analyzing and evaluating anyway. Likewise, in the investigation on conceptions of teachers teaching English to young learners concerning assessment in English for young learners' classroom in her master's thesis, Ayas (2014), and in her master's thesis on pre-service English language teachers' conceptions of assessment, Yüce (2015) also obtained the same results related to conception of Improvement. This shows that according to most of the participants, assessment does not support deep cognitive learning, but it provides students to see their deficiencies in subjects, and it creates good opportunities for students to complete their deficiencies properly in a very short time in this way. However, this result contradicts with the answers of the interviewed teachers in this study. One of the questions asked them in interview was whether an assessment type is effective for students' gaining critical thinking skills and creativity, and regarding this question, all interviewed teachers stated that alternative assessment is more effective because it gives students more opportunities of research and thinking.

Lastly, according to the results related to Irrelevance subgroup, it is obvious that assessment is a force to make teachers teach in a way that is against their beliefs, and assessment is of little use because teachers make little use of assessment, although they conduct it. This clearly shows that teachers do not take advantage of assessment results properly in their classes. This situation may stem from their lack of knowledge about how to use assessment results as it deserves. Also, teachers think that assessment is fair to students and has an important impact on teaching. Besides, as it is understood from the frequency and percentage analyses, while some teachers think that assessment is an accurate process, most teachers see assessment as an imprecise process. Regarding this result, in his doctorate thesis, Brown (2002) stresses that the conception of irrelevance identified that assessment has nothing to do with teaching and therefore not important, it is something that students will not like, and the results of it are not precise. According to him, there may be a close connection between this irrelevance conception and student-centered teaching, too.

#### **5.1.1. Is there a significant difference in teachers' perceptions of assessment according to their gender?**

The results showed that there is not a significant difference in the teachers' school accountability, student accountability, improvement, and irrelevance perceptions according to their gender. According to the results in Improvement Factor in which both female and male teachers have the highest mean values, we can say that whatever teachers' gender is, they give importance to the function of assessment, which modifies ongoing teaching of students and helps students improve their learning. On the other hand, in this study it is found that especially male teachers have the lowest mean values in the Irrelevance Factor, and we can state that they ignored the Irrelevance Factor as they did not believe that assessment is unfair to students, and it has little impact on teaching. This difference at this point may stem from what results the male and female teachers expect from assessment, and what assessment practices they use to understand learning and teaching level in their classes. It is obvious that the more various assessment practices teachers use in their classes, the more they gain knowledge and experience about them, and in this way they can



identify their good and bad sides. Similar to these results, Zaimoğlu (2013) also found that there was not a significant difference in teachers' general conceptions of assessment according to their gender. Both female and male teachers had the highest mean values in the Improvement conception and the lowest mean values in the Irrelevance conception in her study, too.

### **5.1.2. Is there a significant difference in teachers' perceptions of assessment according to their years of teaching experience?**

Similar to Brown's findings (2002, 2004), the results in this study showed that there is not a significant difference in the teachers' school accountability, student accountability, improvement, and irrelevance perceptions according to their years of teaching experience. Brown (2004) had also stated in his study that teachers' being male or female, their teaching experience, in which field they teach or their duties in the school do not have any effect on mean scores of the teachers' conceptions of assessment scale. On the other hand, by examining the mean scores especially in the conceptions of Student Accountability, Improvement, and Irrelevance in their studies, Vardar (2010) and Zaimoğlu (2013) reached the result that teachers may be affected by their previous teaching experiences. For instance, in Zaimoğlu's study (2013), based on the findings, the less experienced group of teachers had the highest mean score in level of the Improvement conception when compared with more experienced groups. Regarding this finding, she stated that this group of teachers was generally newly graduated, and they were the teachers who try to teach students with great enthusiasm. She also went on to state that it can be concluded from this finding that the reason of high mean scores of the less experienced teachers' improvement conception might be due to their desire and effort to teach students something new and unknown.

### **5.1.3. Is there a significant difference in teachers' perceptions of assessment according to their educational background?**

In this study, the results indicated that teachers' educational background has no effect on their school accountability, student accountability, improvement, and irrelevance perceptions of assessment. This shows that not education level of teachers but especially their teaching experience in the area of education might have an effect on their perceptions of assessment. On the other hand, in her study, Zaimoğlu (2013) found that teachers' education level made a significant difference only in School Accountability conception. In other words, teachers who hold doctor's degree considered using assessment for School Accountability with a higher value than the ones with master's or bachelor's degrees. According to her, the reason of such result could be due to their perceptions that assessment makes schools and teachers accountable. Moreover, it is possible to conclude that this group of teachers saw assessment as an evidence of the quality of the school and as a good way to evaluate a school.

### **5.2. What is the Relationship among the Four Components of TCoA-III A?**

The correlation results demonstrated that there is a significant correlation between Improvement and School Accountability, between Improvement and Student Accountability, and between School Accountability and Student Accountability in perceptions of assessment. However, the correlation results also showed that there is not a significant difference between Improvement and Irrelevance, and between School Accountability and Irrelevance. On the other hand, the correlation results showed that although the correlation between Student Accountability and Irrelevance is poor, there is a significant difference between these components. It can be said that the BILSEM English language teachers see assessment as a way to determine how much students have learned from teaching and as a measure of helping students improve their learning in order to determine if students meet qualifications standards. At this point, the results of this study are similar to the findings of Yüce (2015) who also found out that pre-service English language teachers in the group in her study conceived of assessment as diagnosing and

improving students learning in order to meet standards of student achievement. She also found that pre-service English language teachers conceived of assessment as a good and accurate indicator of raising of educational standards. Furthermore, the correlation results between Improvement and School Accountability in this study are consistent with the study conducted by Brown (2011). In this study, there was a strong correlation between Improvement and School Accountability, and according to the results of Brown's study (2011), there was a moderate correlation between them. According to him, this correlation means improving teaching and learning process is directly proportional to assessing students. Besides, the BILSEM English language teachers see assessment as a good way to evaluate a school.

In this study, irrelevance is slightly correlated with Improvement, School Accountability, and Student Accountability. The correlation between Irrelevance and these three other conceptions demonstrated that the English language teachers in this study also slightly see assessment as an unfair way to assess students and as an imprecise process in educational area. Likewise, in the study of Yüce (2015), irrelevance was moderately correlated with Improvement, School Accountability, and Student Accountability. According to her, the correlation between Irrelevance and these three other conceptions showed that pre-service English language teachers also moderately conceived assessment as something that the students do not enjoy and see its results as imprecise, and therefore they ignore the results of it.

### **5.3. What Types of Assessment Practices do the BILSEM English Language Teachers Choose?**

The results showed that the BILSEM English language teachers use the types of assessment practices such as Student Written Work (e.g., activity sheets, spelling or math facts), Oral Question & Answer and Planned Observation (e.g., Running Record, Checklist), Student Self or Peer Assessment and Portfolio / Scrapbook, Unplanned Observation, and Teacher Made Written Test and Standardised Test to assess their students' language performances in their classes. However, Conferencing is the least

preferred assessment practice that is used by the teachers in their classes. Also, the interviewed teachers stated that they prefer to use the assessment practices which are suitable for the student type, time and their purpose in their classes. Teachers' perceptions of assessment are important as they influence assessment practices teachers use in the classroom (Brown, 2004), and these practices may develop teacher instruction and improve student learning (Hao & Johnson, 2013).

It can be said that the teachers used Student Written Work assessment practice mostly to assess their students' language performances and language achievement in their classes. This shows that language performances of the English language learners studying at BILSEM were assessed mostly through their own written works, such as activity sheets, spelling or math facts. In addition, their language performances were also assessed mostly through Oral Question & Answer and Planned Observation (e.g., Running Record, Checklist), Student Self or Peer Assessment, and Portfolio / Scrapbook assessment practices. These results show that the BILSEM English language teachers' conceptions of assessment do not contradict with their choices of assessment tasks in practice. In other words, their conception of assessment is mostly related to improvement of the students, and in parallel with this result, their choices of assessment tasks in practice are mainly alternative types of assessment, such as student self or peer assessment and portfolio. The review of the answers given to the questions about alternative assessment in interviews also shows that most of the teachers prefer alternative assessment methods in their classes because they assess students' performance and increase the motivation of both good and poor learners in this way. This might be a result of the fact that alternative assessment is integrated into the curriculum of BILSEM, and thus the school curriculum supports such an assessment type in particular. In addition to this, this might also be a result of the fact that most of the English language teachers teaching at BILSEM also have positive perceptions about alternative assessment, have the necessary and enough information about the alternative assessment methods, and use them in their classes.

When the results in this study were compared with Vardar's study (2010), the situation was different in her study. According to the statistics, in her study, the assessment tools

commonly used by the sixth, seventh and eighth grade teachers were Multiple Choice, Performance-Task, Fill-in-the Blanks, True-False, Project, Short Answer, Group-Work, Matching, Portfolio, and Drama. She stressed that most of the participant teachers in her study selected the traditional assessment tools. Besides, it was the same situation in Ayas's study (2014), too. In her study, conceptions of assessment of the teachers teaching English to young learners contradicted with their choices of assessment tasks in practice. Their conception of assessment was mostly related to improvement of the students, but their choices of assessment tasks in practice were mainly traditional types of assessment, such as teacher made written test and standardized tests.

According to Ayas (2014), the contribution of alternative assessment practices to education is clear, so it could be much better to argue that the teachers need to use these assessment practices to make learning more effective in their classroom courses. Moreover, according to Fisher and Frey (2014), "only formative assessment practices can deliver timely data about what students understand. Without formative assessment data, teaching is aimed at the middle. We'll never know which students were ready for a stretch, and which needed reteaching" (p. vii).

It can be clearly stated that Conferencing was the least preferred assessment practice that is used by the teachers in their classes to assess their students' language performances although the teachers can give direct feedback to the students about their works orally or in a written way easily and quickly by holding a series of meetings or conferences. Similar to the results in this study, Yüce (2015) also found that pre-service English language teachers' language performances were also assessed through Student Written Work assessment technique, such as activity sheets, and Conferencing technique was the least preferred assessment tool by their language teachers, too. She also stressed that pre-service English language teachers think of using Student Written Work and Conferencing assessment tools more than their teachers did.

**5.4. What are the English Language Learners' Perceptions of Assessment in EFL Classrooms at BILSEM in terms of; External/Accountability (School Accountability, Student Accountability), Affect/Benefit (Class Environment, Personal Enjoyment), Improvement (Student Improvement, Teacher Improves Learning), Irrelevance (Bad, Ignore)?**

The percentages of the students' agreement about External/Accountability (School Accountability, Student Accountability) subgroup showed that most students support the idea that assessment is important for their future career or job. Likewise, according to most of the interviewed students, assessment is important and necessary for them, too. It means that most of the students see assessment as an important element for their future career or job. Likewise, most students also support the idea that assessment tells their parents how much they have learnt. It can be said that for the majority of the participants, assessment provides useful information about their level and quantity of learning to their parents. However, they think that assessment results do not show how intelligent they are. In other words, according to the students, assessment does not show their intelligence level. In their research, Brown et al. (2009) found that the students moderately agreed that assessment made schools and students accountable. According to Brown and Harris (2012), assessment measures external factors such as quality of school/teacher, students' future, luck, intelligence or the teacher likes me. When the results related to the External/Accountability conception in this study were compared with Zaimoğlu's study (2013), the situation was different in her study. According to the statistics in her study, the External/Accountability conception had the lowest mean scores among other variables. Regarding this result, she stated that the lowest mean score for this conception among other conceptions showed that students in her study did not believe that assessments measure their future, intelligence or the quality of schooling. At this point, Rotter (1982) emphasized that success attribution in external, uncontrollable factors is associated with reduced academic achievement; whereas, endorsement of internally-located, consistent, and controllable causes is associated with increased performance (as cited in Brown & Harris, 2012). Likewise, Zaimoğlu (2013) also emphasized in her study that the students can be successful in their school life when the external factors are under their control

because the External/Accountability conception has a very important place in students' academic achievements. In line with the opinions of Rotter (1982) and Zaimoğlu (2013), the students taking part in this study dominate the external factors except intelligence, and thus their academic performance is high. The students' views on this conception point to this conclusion.

The BILSEM English language learners' conception of assessment related to Affect/Benefit (Class Environment, Personal Enjoyment) subgroup indicated that the students think assessment encourages their classes to work together and help each other. It means that most of the students see assessment as an encouraging element to work together and help each other in classes. Likewise, most of the students think that their classes become more supportive, and they find themselves really enjoying learning when they are assessed. It can be said that for the majority of the participants, assessment is a useful and an enjoyable element to learn subjects in school. On the other hand, some of the students think that when they are assessed, their class does not become more motivated to learn. In Brown and Harris's study (2012), older students recorded lower agreement with the conception of Affect/Benefit than the younger students who endorsed strongly the positive affective element like personal enjoyment. According to Brown and Harris (2012), the reason for this situation may be that the older students such as high school students begin to look at assessment and evaluation processes from a more realistic point of view rather than emotionally because assessment and evaluation has begun to shape and direct their lives in a way. They also state that the negative perspectives of students against assessment may increase in their education lives over the years because students experience and become more aware of the individual impacts and results of assessment over the years, and they experience the exams which, like national exams, have a profound impact on their future lives and constitute a risk for them. Considering Brown and Harris's (2012) views at this point, most of the students in this study are young, and perhaps because of this, the perceptions they have developed against this conception are mostly positive.

According to the analyses of conceptions of assessment related to Improvement (Student Improvement, Teacher Improves Learning) subgroup, assessment results are important for

most of the students because they use their assessment results to determine what they can do better in their future studies. In other words, for the majority of the participants, assessment results are important as a means of guide for their next studies. Also, the students think that assessment is a significant tool of tracking their progress. Besides, for the majority of the participants, assessment is important as a means of feedback, too. When these results related to the Improvement conception in this study were compared with Zaimoğlu's study (2013), they were the same in her study, too. According to the statistics in her study, the Improvement conception had the highest mean scores among other variables. Regarding this result, she expressed that the highest mean score for this conception among other conceptions showed that according to the students taking part in her study, assessment might have the positive effects on their learning. She also stated that from this point of view, the students in her study think that the purpose of assessment is to plan, improve and increase, and evaluate their learning in classes. Likewise, in the research of Brown et al. (2009), taking the correlations and the mean scores together, it would appear that high school students firstly focused on the conception of improvement of assessment, thought that assessment increased their learning, and affected it in a positive way. At this point, Brown and Harris (2012) stress that the more students support and defend the improvement conception, the more successful they will be in their academic life. They also added that it is a fact that the improvement conception of assessment is the most approved and popular among high school students. Therefore, teachers should actively use assessment in their lessons to facilitate and increase the learning of students as well as to make their teaching more effective; this is a situation that all students expect from assessment.

Most of the students in this study also think that teachers see assessment as a useful tool for teaching them according to its results while the teachers think assessment is a force to make them teach in a way that is against their beliefs, and assessment is of little use because teachers make little use of assessment, although they conduct it. Additionally, as it is understood from the analyses, it is important to state here that while, according to the teachers, assessment does not measure students' higher order cognitive skills, such as analyzing and evaluating anyway, according to the students, assessment measures their



higher order cognitive skills, such as analyzing and thinking critically. Likewise, according to the students interviewed, alternative assessment methods have a huge effect on fostering their critical thinking skills and creativity. They also think that they can develop their critical and creative thinking through alternative assessment methods very well. This might be a result of the fact that the students attach great importance to assessment and think that it plays an active role in preparing themselves for the future by assessing them in every aspect.

Lastly, according to the analyses of conceptions of assessment related to Irrelevance (Bad, Ignore) subgroup, the students do not ignore assessment information, assessment results are very accurate according to them while most teachers see assessment as an imprecise process, and the students do not ignore or throw away their assessment results, too. Moreover, according to most of the students, assessment is fair to them in parallel with the thought of the teachers about this situation, assessment does not interfere with their learning, teachers are not over-assessing, assessment is important, and assessment has an important impact on their learning. Similar to the results in this study, Zaimoğlu (2013) found that the students participating in her study did not also ignore information gained from assessment activities and did not think that assessment is without value or having little impact on their learning. Likewise, Brown and Hirschfeld (2008) also found that the students in their research tended to disagree with the conception of Irrelevance generally including the opinions such as assessment is bad and ignored. Moreover, they state that according to the results in their research, while students who consider assessment as a useful process that develops their individual responsibilities and helps them improve their learning got higher marks in courses, students who do not take assessment seriously or ignore it, and those who consistently link the responsibility of assessment results to teacher or schools got lower marks in courses. They also added that students who do not ignore assessment and its results and consider that assessment plays a constructive role, not destructive in their learning think very closely to the characteristics of formative self-assessment which is one of the alternative assessment techniques.

#### **5.4.1. Is there a significant difference in students' perceptions of assessment according to their gender?**

The results showed that there is not a significant difference in the students' external/accountability, affect/benefit, improvement, and irrelevance perceptions according to their gender. According to the results in Improvement Factor in which both female and male students have the highest mean values similar to teachers', we can say that whatever students' gender is, they give importance to the function of assessment, which is a guide on what they should learn next by looking at what they got wrong or did poorly, and assessment helps teachers track students' progress. Likewise, in Zaimoğlu's study (2013), both female and male students had the highest mean values in the Improvement conception, too. In other words, the students in her study also considered assessment as a tool to enhance their learning in classes.

In this study it is also found that especially male students have the lowest mean values in the Irrelevance Factor similar to those of teachers. Moreover, we can also state that both female and male students in this study, but as it has been stated before, especially the male students perhaps because of their previous experiences with assessment, ignored the Irrelevance Factor as they did not believe that assessment is unfair to them, it is value-less, and it has little impact on their learning. Similar to this result in this study, in their study, Brown and Hirschfeld (2007) also found that students tended to reject the conceptions that assessment interferes with their learning, and that they ignore assessment results. However, when the results related to the Irrelevance conception in this study were compared with Zaimoğlu's study (2013), the situation was different in her study. In her study, the students, especially the male students, had significantly high level of conception for Irrelevance. According to her, the reason of high mean scores of male students' Irrelevance conception could be due to the experiences of the students about assessment. The students in her study probably think that assessment has a little effect on their learning in classes. Also, in her study different from this study, the lowest mean value for female and male students was the External/Accountability conception.

### **5.5. What is the Relationship among the Four Components of SCoA-VI?**

The correlation results demonstrated that there is a positive and significant correlation between Improvement and External/Accountability, between Improvement and Affect, and between External and Affect in perceptions of assessment. The correlation results also showed that there is a significant correlation between Irrelevance and Improvement, between Irrelevance and External, and between Irrelevance and Affect in perceptions of assessment although the correlation between these components is in negative direction. It can be said that the BILSEM English language learners see assessment as a way to determine how much they have learned from teaching and as a way to inform their parents about how much they have learnt. What is more, they see assessment as a good way of enjoying learning, assessment is important for them, and they attach great importance to assessment information and their assessment results, assessment results are very accurate, and assessment is fair to them.

In Brown and Hirschfeld's study (2008), the conception of Affect is correlated very highly with the school accountability factor and moderately with the student accountability factor which are the factors of External/Accountability conception. According to them, the pattern of these correlations indicated that students who had good experience in assessment and who liked assessment thought that schools rather than themselves were responsible for the good results of assessment for schools. They also state that if students like assessment, and if their evaluations about it are positive, their views and opinions about school may be positive, too, and they will think that schools are doing good things for themselves.

### **5.6. What are the Burdur and Isparta BILSEM English Language Learners' Choices of Assessment Practices?**

The results showed that the types of assessment practices that come to the BILSEM English language learners' mind when they think of the word assessment are: I score or evaluate my own performance, The teacher grades me on a written test that he or she made up, The teacher scores me on an in-class written essay, The teacher grades or marks or

scores the written work I hand in, and The teacher observes me in class and judges my learning. However, The teacher asks me questions out loud in class is the assessment practice that comes to the students' mind least when they think of the word assessment although most of the teachers use Oral Question & Answer assessment practice to assess their students' language performances in their classes. Brown (2011) states that how students understand the nature of assessment and its functions or purposes seems to affect and guide their perspectives and approaches to assessment practices (as cited in Brown & Wang, 2016). Additionally, Bazemore (2012) expresses that students' perceptions of assessment practices are directly related to the feedback, comments and explanations given to them by their teachers about their lessons and exam results.

It can be said that when the BILSEM English language learners think of the word assessment, I score or evaluate my own performance assessment practice come to their mind mostly. This shows that the English language learners' studying at BILSEM language performances are assessed mostly through Self-Assessment. Also, their language performances are assessed mostly through their own written works they hand in and Planned Observation, such as Running Record, Checklist. This result clearly shows that the students participating in this study are mostly assessed by alternative assessment techniques, such as student self-assessment, performance-based assessments, and observation techniques. Most of the students interviewed stated that alternative assessment practices are better. Moreover, they also stated that they like and prefer alternative assessment practices because they feel more relaxed and free in alternative assessment while they have got stress in vain in traditional assessment.

## **6. SUGGESTIONS FOR FURTHER STUDIES**

In this study, English language teachers' and learners' perceptions concerning assessment and evaluation processes in EFL classrooms were emphasized. The effect of assessment on improving higher order thinking skills should also be considered separately and differentiated, and the effect of this differentiation on the critical and creative thinking skills of gifted students should be examined. While searching the effect of assessment on higher order thinking skills, it may be necessary to move the teaching environments out of the classroom in order to generalize the skills to be learned, and to enable the use of skills in natural environments. Therefore, time allocated to next studies should be increased. Furthermore, to be able to understand whether assessment measures students' higher order thinking skills, firstly the critical and creative thinking skills of teachers working at BILSEM should be assessed, experimental programs should be prepared to improve these skills, and the results should be tested.

In this study, the scale used for students' perceptions on assessment was applied to 75 English language learners who were identified as gifted only in two BILSEM, Burdur and Isparta, and 27 students in these two BILSEM were also interviewed about assessment. However, to better understand students' views, next studies should be conducted on larger samples of gifted students in other BILSEM in different cities in Turkey, too, and their results should be investigated. Besides, next studies should also be conducted on students who are not identified as gifted in other settings and schools, and their results should be investigated, too. Moreover, in this study, the scale used for teachers' perceptions on assessment was applied to 61 English language teachers in 61 different BILSEM in Turkey, and 5 teachers in five different BILSEM were also interviewed about assessment. However, to be able to understand the views and opinions of teachers on assessment better, next studies should be carried out with more English language teachers working at these Centers; particularly during the qualitative research phase, more English language teachers should be contacted and interviewed. In addition to the scales and interviews used in this study, there is a need to disseminate the use of more open-ended tests in which students express themselves more easily and think more in next studies, too.

The researcher had difficulty in writing the literature review part of his study on giftedness and assessing giftedness due to the lack of data in the related field. Therefore, this reveals a need in the relevant literature. The number of studies investigating the relationship between assessment and the students' academic achievements, critical and creative thinking skills and the level of creativity should be increased, too. In other words, critical and creative thinking skills are the most important skills required by our age, and because of this, the relationship between assessment and higher order thinking skills should be examined deeply in next studies, and assessment parts of the programs should be organized in a way that encourages and enhances these kinds of skills. Besides, the effects of assessment on teaching English to gifted students in both short-term and long-term should also be investigated.

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**APPENDICES**

**Appendix A. Teachers' Conceptions of Assessment Abridged Scale (TCoA-IIIa)  
(Original)**



THE UNIVERSITY OF AUCKLAND  
NEW ZEALAND

**Conceptions of Assessment III Abridged Survey**

This survey asks about your beliefs and understandings about ASSESSMENT, whatever that term means to you. Please answer the questions using YOUR OWN understanding of assessment.

1. Please indicate which of the following assessment PRACTICES you have in mind when you think about assessment.

When I think about ASSESSMENT these are the kinds of PRACTICES I have in mind

*(Tick all that apply)*

- |   |   |
|---|---|
| <input type="checkbox"/> 1Unplanned Observation   | <input type="checkbox"/> 6Student Self or Peer Assessment |
| <input type="checkbox"/> 2Oral Question & Answer  | <input type="checkbox"/> 7Conferencing                    |
| <input type="checkbox"/> 3Planned Observation ( <i>e.g.,<br/>Running Record, Checklist</i> )                    | <input type="checkbox"/> 8Portfolio / Scrapbook           |
| <input type="checkbox"/> 4Student Written Work ( <i>e.g.,<br/>activity sheets, spelling or math<br/>facts</i> ) | <input type="checkbox"/> 9Teacher Made Written Test       |
| <input type="checkbox"/> 5Marked Homework   | <input type="checkbox"/> 10Standardised Test              |
|   | <input type="checkbox"/> 11Essay Test                     |
|   | <input type="checkbox"/> 12 1-3 Hour Examination          |

2. Please give your rating for each of the following 27 statements based on **YOUR** opinion about assessment. Indicate how much you actually agree or disagree with each statement. Use the following rating scale and choose the one response that comes closest to describing your opinion.

- Strongly Disagree
- Mostly Disagree



- Slightly Agree
- Moderately Agree
- Mostly Agree
- Strongly Agree

Note that the ratings are ordered from Disagree on the LEFT to Agree on the RIGHT.



Please continue ...

Please tick one box for each statement

<b>Conceptions of Assessment</b>	Strongly Disagree	Mostly Disagree	Slightly Agree	Moderately Agree	Mostly Agree	Strongly Agree
1. Assessment provides information on how well schools are doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assessment places students into categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assessment is a way to determine how much students have learned from teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assessment provides feedback to students about their performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment is integrated with teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessment results are trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assessment forces teachers to teach in a way against their beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers conduct assessments but make little use of the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assessment results should be treated cautiously because of measurement error	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assessment is an accurate indicator of a school's quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assessment is assigning a grade or level to student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assessment establishes what students have learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assessment feeds back to students their learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assessment information modifies ongoing teaching of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue ...

Please tick one box for each statement

<b>Conceptions of Assessment</b>	Strongly Disagree	Mostly Disagree	Slightly Agree	Moderately Agree	Mostly Agree	Strongly Agree
15. Assessment results are consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assessment is unfair to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Assessment results are filed & ignored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Teachers should take into account the error and imprecision in all assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Assessment is a good way to evaluate a school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Assessment determines if students meet qualifications standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Assessment measures students' higher order thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assessment helps students improve their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Assessment allows different students to get different instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Assessment results can be depended on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Assessment interferes with teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Assessment has little impact on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Assessment is an imprecise process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue ...

**Would you also provide the following personal information?**

**A) What is your role in education? (Tick one only)**

- Trainee Teacher
- Teacher
- Senior Teacher
- Assistant or Deputy Principal
- Principal
- Other: \_\_\_\_\_

**B) What is your highest degree? (Tick one only)**

- 1 Bachelor
- 2 Postgraduate Certificate
- 3 Postgraduate Diploma
- 4 Master
- 5 Doctor

**C) For how many years have you taught? (Tick one only)**

- 1 Less than 2
- 2 Between 2 and 5
- 3 Between 6 and 10
- 4 More than 10

**D) What is your specialist teaching subject? (Tick one only)**

- English
- Mathematics
- Science
- Other: \_\_\_\_\_

**E) What is your sex? (Tick one only)**

- Female
- Male

**F) What type of school do you teach at? (Tick one only)**

- Single Sex BOYS
- Single Sex GIRLS

Coeducational

**G) What level of school do you teach at? (Tick one only)**

Band 1

Band 2

Band 3

**H) What training in educational assessment have you had? (Tick all that apply)**

None

Some hours as part of pre-service training

½ to 1 day Workshop or Seminar

Completed undergraduate Paper

Completed postgraduate Paper

Other: *(give details)*

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Thank you for your help. Your cooperation is appreciated.

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## Appendix B. Students' Conceptions of Assessment Scale (SCoA-VI) (Original)

### To Be Completed by the Student

Please help us with some information about yourself.

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

Sex:        Female                      Male (*circle one*)

Age: \_\_\_\_\_

Ethnicity:  NZ European/Pakeha     Maori     Pasifika     Asian     Other: \_\_\_\_\_

### Questionnaire instructions

Please tell us how much you agree or disagree with each statement based on **YOUR OWN** opinion. **Fill in** the box (  ) that comes closest to describing your opinion. Please DON'T use ticks or crosses as these make the questionnaire hard to scan.

If you want to change your mind, cross out your first choice (  ), and fill in the box that comes closest to describing your opinion (  ).

Note that the first column is **STRONGLY DISAGREE** and the last column is **STRONGLY AGREE**, and that the first two columns indicate **disagreement**, while the last four columns indicate **agreement**.

**Thank you for participating in this survey.**

Please fill in one box for each statement

Conceptions of Assessment		Strongly Disagree	Mostly Disagree	Slightly Agree	Moderately Agree	Mostly Agree	Strongly Agree
1.	I pay attention to my assessment results in order to focus on what I could do better next time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Assessment encourages my class to work together and help each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Assessment is unfair to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Assessment results show how intelligent I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Assessment helps teachers track my progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Assessment is an engaging and enjoyable experience for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I ignore assessment information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Assessment is a way to determine how much I have learned from teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Assessment is checking off my progress against achievement objectives or standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I make use of the feedback I get to improve my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Assessment provides information on how well schools are doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Assessment motivates me and my classmates to help each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Assessment interferes with my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I look at what I got wrong or did poorly on to guide what I should learn next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I use assessments to take responsibility for my next learning steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Assessment results predict my future performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please fill in one box for each statement

<b>Conceptions of Assessment</b>		<b>Strongly Disagree</b>	<b>Mostly Disagree</b>	<b>Slightly Agree</b>	<b>Moderately Agree</b>	<b>Mostly Agree</b>	<b>Strongly Agree</b>
17.	Our class becomes more supportive when we are assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Teachers are over-assessing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I use assessments to identify what I need to study next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Assessment is important for my future career or job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	When we do assessments, there is a good atmosphere in our class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Assessment results are not very accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	My teachers use assessment to help me improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Assessment measures the worth or quality of schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Assessment makes our class cooperate more with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Assessment is value-less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Teachers use my assessment results to see what they need to teach me next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	When we are assessed, our class becomes more motivated to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I ignore or throw away my assessment results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Assessment shows whether I can analyze and think critically about a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	I find myself really enjoying learning when I am assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Assessment has little impact on my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Assessment tells my parents how much I've learnt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



When you think of the word ASSESSMENT, which kinds or types of assessment activities come to your mind? (Fill in all that apply)

- 1 An examination that takes one to three hours
- 2 I score or evaluate my own performance
- 3 My class mates score or evaluate my performance
- 4 The teacher asks me questions out loud in class
- 5 The teacher grades or marks or scores the written work I hand in
- 6 The teacher grades me on a written test that he or she made up
- 7 The teacher grades me on a written test that was written by someone other than the teacher
- 8 The teacher observes me in class and judges my learning
- 9 The teacher scores a portfolio of work I have done over the course of a term or school year
- 10 The teacher scores me on an in-class written essay
- 11 The teacher scores my performance after meeting or conferencing with me about my work
- 12 The teacher uses a checklist to judge my in-class performance
- 13 Something else: \_\_\_\_\_ (*print neatly*)
- Something else: \_\_\_\_\_ (*print neatly*)

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## Appendix C. Öğrencilerin Ölçme ve Değerlendirme Algıları Ölçeği

### Öğrenci tarafından doldurulacaktır.

Lütfen kendinizle ilgili birkaç bilgiyle bize yardımcı olunuz.

Adınız: \_\_\_\_\_

Okul: \_\_\_\_\_

Cinsiyet: Kız Erkek (Birini yuvarlak içine alınız.)

Yaş: \_\_\_\_\_

Etnik köken:  Avrupa kökenli Yeni Zelandalı/Pakeha  Yeni Zelanda Yerlisi  Pasifikli

Asyalı  Diğer: \_\_\_\_\_

### Anket Yönergesi

Lütfen bize **KENDİ FİKRİNİZE** dayalı olarak her bir ifadeyle ilgili ne ölçüde aynı fikirde olduğunuzu veya olmadığını söyleyiniz. Fikrinizi en yakın şekilde tanımlayan kutuyu (  ) işaretiyle **doldurunuz**. Anketin taramasını zorlaştırdığı için lütfen çarpı veya tick işareti **KOYMAYINIZ**.

Fikrinizi değiştirmek isterseniz, ilk seçeneğinize çarpı koyunuz (  ) ve fikrinizi en yakın şekilde tanımlayan kutuyu (  ) işaretiyle **doldurunuz**.

Şuna dikkat ediniz: İlk sütun en olumsuz **HİÇ KATILMIYORUM** ve son sütun en olumlu **KESİNLİKLE KATILYORUM** dur. Ayrıca ilk iki sütun **katılmadığımız** durumları belirtirken, son dört sütun ise **katıldığımız, aynı fikirde olduğunuz** durumları belirtmektedir.

**Araştırmaya katıldığınız için teşekkür ederiz.**

Lütfen her bir ifade için bir kutuyu doldurunuz.

Ölçme ve Değerlendirme Algıları	Hiç Katılmıyorum	Çoğunlukla Katılmıyorum	Biraz Katılıyorum	Kısmen Katılıyorum	Çoğunlukla Katılıyorum	Kesinlikle Katılıyorum
1. Bir dahaki sefere daha iyi yapabileceğim şeye odaklanmak için ölçme ve değerlendirme sonuçlarıma dikkat ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ölçme ve değerlendirme, birlikte çalışmak ve birbirimize yardım etmek için sınıfımı cesaretlendirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ölçme ve değerlendirme, öğrencilere haksızlıktır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ölçme ve değerlendirme sonuçları ne kadar akıllı olduğumu gösterir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ölçme ve değerlendirme, öğretmenlerin ilerlememi izlemesine yardımcı olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ölçme ve değerlendirme benim için ilgi çekici ve keyifli bir deneyimdir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ölçme ve değerlendirme bilgisini önemsemem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ölçme ve değerlendirme, öğretimden ne kadar öğrendiğimi belirlemek için bir yoldur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ölçme ve değerlendirme, başarı hedefleri ya da standartlara karşı ilerlememi denetliyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Öğrenmemi geliştirmek için aldığım geri dönüşten faydalanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ölçme ve değerlendirme, okulların ne düzeyde olduğu ve neler yaptıklarıyla ilgili bilgi verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Ölçme ve değerlendirme birbirimize yardım etmek için beni ve sınıf arkadaşlarımı motive eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ölçme ve değerlendirme, öğrenmeme müdahale eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Bir dahaki sefere öğrenmem gereken şeye yol göstermesi için kötü yaptığım veya anlayamadığım şeyi gözden geçiririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Sonraki öğrenme adımlarımın sorumluluğunu almak için ölçme ve değerlendirme sonuçlarını kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lütfen her bir ifade için bir kutuyu doldurunuz.

Ölçme ve Değerlendirme Algıları	Hiç Katılmıyorum	Çoğunlukla Katılmıyorum	Biraz Katılıyorum	Kısmen Katılıyorum	Çoğunlukla Katılıyorum	Kesinlikle Katılıyorum
16. Ölçme ve değerlendirme sonuçları benim gelecekteki performansımı tahmin eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Sınıfımız, değerlendirildiğimiz zaman daha destekleyici olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Öğretmenler aşırı derecede ölçme-değerlendirme kullanıyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Bir dahaki sefere ders çalışmamda gereken şeyleri belirlemek için ölçme ve değerlendirme sonuçlarına bakarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Ölçme ve değerlendirme benim gelecekteki kariyerim ve işim için önemlidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Ölçme ve değerlendirme yaptığımızda sınıfımızda iyi bir atmosfer vardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Ölçme ve değerlendirme sonuçları çok doğru değildir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Öğretmenlerim gelişmeye yardımcı olmak için ölçme ve değerlendirme kullanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Ölçme ve değerlendirme okulların değerini veya kalitesini ölçer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Ölçme ve değerlendirme sınıfımızda birbirimizle olan işbirliğimizi daha da artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Ölçme ve değerlendirmenin değeri azdır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Öğretmenler bir dahaki sefere bana ders anlatırken ihtiyaç duydukları şeyi görmek için benim ölçme ve değerlendirme sonuçlarımı kullanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Değerlendirildiğimizde, sınıfımız öğrenmek için daha motive olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Ölçme ve değerlendirme sonuçlarımı önemsemem ya da atarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Ölçme ve değerlendirme, bir konu hakkında eleştirel düşünüp düşünemediğimi ve analiz yapıp yapamadığımı gösterir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Değerlendirildiğimde, gerçekten öğrenmeyi sevdiğimin farkına varırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Ölçme ve değerlendirmenin öğrenmem üzerinde çok az etkisi vardır	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Ölçme ve değerlendirme, ne kadar öğrendiğim hakkında aileme bilgi verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ÖLÇME ve DEĞERLENDİRME kavramını düşündüğünüzde, ne tip ve hangi tür ölçme ve değerlendirme etkinlikleri aklınıza gelmektedir? (Size uyanların hepsini doldurunuz.)

- 1-3 saat arası süren bir sınav
- Puan alırım veya kendi performansımı değerlendiririm
- Sınıf arkadaşlarım puan alır veya benim performansımı değerlendirirler.
- Öğretmen bana sınıfta yüksek sesle soruları sorar.
- Öğretmen teslim ettiğim yazılı eseri derecelendirir veya ona not ya da puan verir.
- Öğretmen, oluşturduğu bir yazılı sınavla bana not verir.
- Öğretmen, başkası tarafından yazılmış olan bir sınavla bana not verir.
- Öğretmen, sınıfta beni gözlemler ve öğrenmemi yargılar.
- Öğretmen, bir dönem veya eğitim-öğretim yılı boyunca yapmış olduğum portföy çalışmama puan verir.
- Öğretmen bana sınıf içindeki yazılı sınavda puan verir.
- Öğretmen, yaptığım çalışmayla ilgili olarak benimle görüşüp konuştuktan sonra performansına puan verir.
- Öğretmen, sınıf içi performansımı yargılamak için bir kontrol listesi kullanır.
- Başka bir şey: \_\_\_\_\_ (düzenli bir şekilde yazınız)
- Başka bir şey: \_\_\_\_\_ (düzenli bir şekilde yazınız)

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Çeviri: Hüseyin Ateş

## **Appendix D. Interview Questions for Teachers**

- 1.** What is the first thing that comes into your mind when you hear “Traditional Assessment” and “Alternative Assessment”?
- 2.** Which assessment method(s) do you prefer and implement in your classes? Why?
- 3.** Which assessment type is more effective for your students’ gaining four language skills in English? Traditional or alternative assessment?
- 4.** Which assessment type is more effective for your students’ gaining critical thinking skills and creativity?
- 5.** What kind of challenges have you experienced while implementing traditional and alternative assessment methods so far?
- 6.** What do you do to cope with the challenges you have while you are implementing the assessment tools in your classes?
- 7.** Alternative assessment is the core and main assessment type used in English classes at BILSEM. Do you think that only the alternative assessment is sufficient to assess the students’ all language and thinking skills? Or have you thought using any traditional assessment techniques with the alternative ones to assess what your students have learnt in English classes up to now?
- 8.** What are your opinions and suggestions for “Assessment” in English classes at BILSEM?

## **Appendix E. Interview Questions for Students**

- 1.** What is the first thing that comes into your mind when you hear the word “Assessment”?
- 2.** Is “assessment” important and necessary while learning a topic at school?
- 3.** Does being assessed in English provide you with any advantages or disadvantages?
- 4.** Which is better: traditional assessment or alternative assessment? Which one do you like and prefer? Why?
- 5.** What are your concerns about traditional and alternative assessment?
- 6.** In which assessment type do you have difficulties?
- 7.** What kind of challenges have you experienced in both traditional and alternative assessment methods so far?
- 8.** What do you do to cope with the challenges you have while you are being assessed at both your regular school and BILSEM?
- 9.** How effective are traditional and alternative assessment methods if you give percentage out of a hundred for gaining four language skills in English?
- 10.** How effective are traditional and alternative assessment methods if you give percentage out of a hundred for fostering your critical thinking skills and creativity?
- 11.** What are your opinions and suggestions for “Assessment” in English classes at BILSEM?

## Appendix F. Öğrenciler için Röportaj Soruları

1. “Ölçme ve Değerlendirme” dendiğinde aklınıza ilk gelen şey nedir?
2. Okulda bir konuyu öğrenirken Ölçme ve Değerlendirme önemli ve gerekli midir?
3. İngilizce dersinde değerlendirilmenin size faydası veya zararı var mı?
4. Geleneksel ölçme değerlendirme mi yoksa alternatif ölçme değerlendirme mi daha iyi? Hangisini tercih edersiniz? Niçin?
5. Geleneksel ve alternatif ölçme değerlendirmeye ilişkin endişeleriniz nelerdir?
6. Hangi değerlendirme tipinde zorluklar yaşıyorsunuz?
7. Şimdiye dek geleneksel ve alternatif ölçme değerlendirme metotlarında ne tür zorluklar yaşadınız?
8. Hem kendi düzenli okulunuzda hem de Bilim ve Sanat Merkezinde değerlendirilirken karşılaştığınız zorluklarla başa çıkmak için ne yaparsınız?
9. Yüz üzerinden bir puan verecek olursanız, geleneksel ve alternatif ölçme ve değerlendirme metotları, İngilizcedeki dört dil beceri alanını kazanmada ne kadar etkilidir?
10. Yüz üzerinden bir puan verecek olursanız, geleneksel ve alternatif ölçme ve değerlendirme metotları, sizin eleştirel düşünme becerilerinizi ve yaratıcılığınızı arttırmada ne kadar etkilidir?
11. Bilim ve Sanat Merkezinde İngilizce derslerinde kullanılan ölçme ve değerlendirmeye ilişkin fikir ve önerileriniz nelerdir?



## Appendix G. Extra Section Questions Added to TCoA-III A

Could you answer the following questions, please?

**1. Do you use the alternative assessment methods, such as self- and peer-assessment, portfolio assessment, etc. properly and effectively to judge your students' English knowledge or to learn whether they understand the topic or not in your classes at BILSEM?**

- YES
- NO
- PARTLY
- I DO NOT USE ANY ALTERNATIVE ASSESSMENT METHODS IN MY CLASSES
- I AM NOT SURE

**2. How are your students' reactions to the alternative assessment methods used to assess them in English classes at BILSEM?**

- POSITIVE
- NEGATIVE
- NEUTRAL

**3. Which assessment type is more effective for your students' gaining four language skills in English? Traditional or alternative assessment or both of them?**

- Traditional Assessment
- Alternative Assessment
- Both traditional and alternative assessment
- I am not sure


**4. Which assessment type(s) is/are more effective for your students' gaining critical thinking skills and creativity?**


- Traditional Assessment
- Alternative Assessment
- Both traditional and alternative assessment
- I am not sure

**5. Which assessment method(s) do you prefer and implement in your classes?**

- Always "Alternative Assessment" (Self- and Peer-Assessment, Portfolios, Journals, Interviews, Discussions, Observations, etc.)
- Always "Traditional Assessment" (Multiple-choice, gap-filling, true/false, matching, etc.)
- Mostly alternative assessment but sometimes traditional assessment
- Mostly traditional assessment but sometimes alternative assessment
- I do not use any assessment method(s) in my classes

## Appendix H. Official Permission from Related Institutions

**T.C.  
SÜLEYMAN DEMİREL ÜNİVERSİTESİ**  
Eğitim Bilimleri Enstitüsü Müdürlüğü



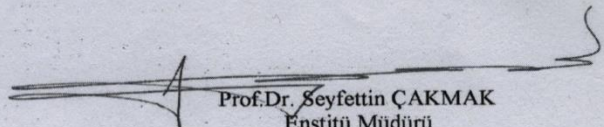
Sayı : 10650965-302.08.01-  
Konu : Anket Çalışması  
(Hüseyin ATEŞ)

0 C Nisan 2016

**YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA**

İlgi : a) 16.03.2016 tarihli Hüseyin ATEŞ' in dilekçesi.  
b) 18.03.2016 tarihli ve 5565306-399-5 sayılı yazınız.  
c) 22.03.2016 tarihli ve 10650965-302.08.01-49 sayılı Isparta İl Milli Eğitim Müdürlüğüne yazımız  
d) 22.03.2016 tarihli ve 10650965-302.08.01-50 sayılı Burdur İl Milli Eğitim Müdürlüğüne yazımız.  
e) 30.03.2016 tarihli ve 27749142-44-E.3580283 sayılı Isparta İl Milli Eğitim Müdürlüğünün yazısı  
f) 30.03.2016 tarihli ve 39958266-600-E.3627535 sayılı Burdur İl Milli Eğitim Müdürlüğünün yazısı.

Anabilim Dalınız Tezli Yüksek Lisans Programı öğrenci Hüseyin ATEŞ' in tez konusu ile ilgili yapmak istediği anket çalışmasının Isparta ve Burdur İl Milli Eğitim Müdürlüklerince uygun görüldüğüne dair ilgi (e) ve (f) yazılar ekte gönderilmiştir. Adı geçen öğrencinin bilgilendirilmesi hususunda gereğini rica ederim.

  
Prof.Dr. Seyfettin ÇAKMAK  
Enstitü Müdürü

Ek :  
İlgi (e) ve (f) yazı sureti.(4 syf)

Doğu Yerleşkesi Hukuk Fakültesi Binası 32260 ISPARTA  
Telefon Nu: (0246) 211 00 57 Faks: (0246) 211 00 96  
e-posta: egitimbilimleri@sdu.edu.tr İnternet Adresi: egitimbilimleri.sdu.edu.tr

Bilgi İçin: Osman B.SARITOPRAK  
Memur  
Telefon Nu. (0246) 211 00 79



T.C.  
BURDUR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 39958266-600-E.3627535  
Konu: Anket çalışması (Hüseyin ATEŞ)

30.03.2016

SÜLEYMAN DEMİREL ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Eğitim Bilimleri Enstitüsü Müdürlüğüne)

ISPARTA

İlgi: Bila tarih ve 50 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans öğrencisi Hüseyin ATEŞ'in tez konusu ile ilgili "**English Language Teachers' and Learners' perceptions concerning assessment and evaluation processes in EFL Classroom at Turkish Science and Arts Centers**" anketini Müdürlüğümüze bağlı Bilim ve Sanat Merkezi ile Şeker Ortaokulunda İngilizce dersine katılan öğrenci ve öğretmenlere uygulamak isteğinin uygun görüldüğüne dair Müdürlüğümüzün 28.03.2016 tarih ve 3519045 sayılı Oluru yazımız ekinde gönderilmiştir.

Bilgilerinizi arz ederim.

Mahmut BAYRAM  
İl Millî Eğitim Müdürü

EKİ: Olur (1 sayfa)

Evrağın 5070 sayılı Kanun gereğince  
E-İMZA ile imzalandığı tasdik olunur  
30/03/2016  
Mustafa ERDOĞAN  
Şef

*Umm*

Burdur Valiliği İl Millî Eğitim Müdürlüğü  
Bahçelievler Mh.Şeker Cad.  
15100 BURDUR

Ayrıntılı bilgi: Ö.UNAT Şb. Md.  
Telefon : (0248) 233 11 19-125  
Faks : (0248) 233 13 43

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 8392-2a9b-3a2e-86fb-84c2 kodu ile teyit edilebilir.



T.C.  
BURDUR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 39958266-600-E.3519045  
Konu : Anket çalışması ( Hüseyin ATEŞ)

28.03.2016

MİLLÎ EĞİTİM MÜDÜRLÜĞÜNE

Süleyman Demirel Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans öğrencisi Hüseyin ATEŞ'in tez konusu ile ilgili "**English Language Teachers' and Learners' perceptions concerning assessment and evaluation processes in EFL Classroom at Turkish Science and Arts Centers**" anketini Müdürlüğümüze bağlı Bilim ve Sanat Merkezi ile Şeker Ortaokulunda İngilizce dersine katılan öğrenci ve öğretmenlere uygulamak istediğine dair Süleyman Demirel Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün 50 sayılı yazısı ve ekinde uygulayacakları çalışma ile ilgili dokümanlar ilişikte sunulmuştur.

Yukarıdaki anket çalışmasının, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 sayılı Genelgesi doğrultusunda, eğitim öğretimi aksatmayacak şekilde uygulamasını olurlarınıza arz ederim.

Özer UNAT  
Millî Eğitim Şube Müdürü

OLUR  
28.03.2016

Mahmut BAYRAM  
İl Millî Eğitim Müdürü

EKİ:  
1.- Yazı (1 sayfa ve ekleri)

Burdur Valiliği İl Millî Eğitim Müdürlüğü  
Bahçelievler Mh.Şeker Cad.  
15100 BURDUR

Ayrıntılı bilgi: Ö:UNAT Şb.Md.  
Telefon : (0248) 233 11 19-125  
Faks : (0248) 233 13 43

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T.C.  
ISPARTA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 27749142-44-E.3580283  
Konu: Anket İzni

30.03.2016

SÜLEYMAN DEMİREL ÜNİVERSİTESİ  
(Eğitim Bilimleri Enstitü Müdürlüğüne)

İlgi : 22/03/2016 tarihli ve 49 sayılı yazınız.

İlgi yazınızla talep edilen anket çalışmasının yapılması ile ilgili Valilik Makamının 29/03/2016 tarihli ve 3530649 sayılı onayı ekte gönderilmiştir.

Gereğini arz ederim.

Dr. Ahmet YILDIRIM  
Müdür a.  
Müdür Yardımcısı

Ek: Onay (1 Adet)

Güvenli Elektronik İmza  
Aslı ile Aynıdır 30/03/2016

  
**HATİCE AYDINLI**  
Memur

İstiklal Mah.113. Cd.No:54 ISPARTA  
Elektronik Ağ: isparta.meb.gov.tr  
e-posta: isparta@meb.gov.tr

Ayrıntılı bilgi için: Z.ÇETİN  
Tel: (0 246) 2231020-1454  
Faks: (0 246) 2232242

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T.C.  
ISPARTA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 27749142-44-E.3530649  
Konu: Anket İzni

29/03/2016

VALİLİK MAKAMINA

Süleyman Demirel Üniversitesi Eğitim Bilimleri Enstitüsünde Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans öğrencisi Hüseyin ATEŞ'in tez çalışması için anket uygulamasını İlimiz Bilim Sanat Merkezinde İngilizce dersine katılan öğretmen ve öğrencilere yapmak istediği ile ilgili adı geçen Üniversitenin 22/03/2016 tarihli ve 49 sayılı yazısı ve ekleri ilişikte sunulmuştur.

Söz konusu uygulama çalışmasını yukarıda adı geçen öğrencinin, yasal mevzuat çerçevesinde okul idaresinin denetiminde eğitim ve öğretimi aksatmayacak şekilde ve öğrenci velilerinden izin alınmak kaydıyla ilimiz merkezindeki Bilim Sanat Merkezinde İngilizce dersine katılan öğretmen ve öğrenciler ile yapması Müdürlüğümüzce uygun mütalaa edilmektedir.

Makamınızca da uygun görülmesi halinde olurlarınıza arz ederim.

İlyas CAN  
İl Millî Eğitim Müdürü

OLUR  
29/03/2016

İsmail AKMAN  
Vali a.  
Vali Yardımcısı

Güvenli Elektronik İmza  
Aşlı İle Ayndır 29/03/2016

  
**HATİCE AYDINLI**  
Memur

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e-posta: isparta@meb.gov.tr

Ayrıntılı bilgi için: Z. ÇETİN  
Tel: (0 246) 2231020-1454  
Faks: (0 246) 2232242

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## Appendix I. Permission Mails from Prof. Dr. Gavin T. L. BROWN

(Feb 22, 2016 at 10:36 PM)

Dear Hüseyin

There is no problem in using the TCoA

I know of 2 studies that have already used it in Turkey, and you should refer to these various theses. You may find that their translations are sufficient for your purposes.

Vardar, E. (2010). *Sixth, seventh and eighth grade teachers' conception of assessment*. (unpublished masters thesis), Middle East Technical University, Ankara, Turkey.

Zağmoğlu, S. (2013). *Teachers' and students' conceptions of assessment in a university EFL preparatory school context*. (unpublished masters thesis), Çağ University, Mersin, Turkey.

I am attaching both the long and short versions of the TCoA and the translation created by Vardar.

Please cite it in the following way depending on which one you use

Brown, G. T. L. (2006). *Teachers' conceptions of assessment inventory--Abridged* (TCoA-III-A-Version 3-Abridged). Unpublished test. Auckland, NZ: University of Auckland.

Brown, G. T. L. (2003). *Teachers' conceptions of assessment inventory* (TCoA Version 3). Unpublished test. Auckland, NZ: University of Auckland.

If you do translate it independently of the 2 other versions, please send me a copy

Best wishes in your studies

Prof. Gavin T L Brown, PhD

Director Quantitative Data Analysis and Research Unit

New available: Panadero, E., Brown, G. T. L., & Strijbos, J-W. (2015). The future of student self-assessment: A review of known unknowns and potential directions. *Educational Psychology Review*. Advance online publication. doi: 10.1007/s10648-015-9350-2

(Feb 24, 2016 at 9:17 PM)

By all means you have permission to use the SCoA

The correct citation is

Brown, G. T. L. (2008). *Students' conceptions of assessment inventory* (SCoA Version VI).  
Unpublished test. Auckland, NZ: University of Auckland.

The inventory is attached

Please note the rating scale is positively packed since I presume that participants tend to agree with everything. There is good evidence that this is much better than the traditional Likert scale

You may also wish to consider using the recent Chinese-SCoA which has some different constructs. You can read about it in the attached paper and questionnaire.

The rules are the same. Please send me a copy of your finished report and your translation upon completion.

Sincerely

Prof. Gavin T L Brown, PhD

Director Quantitative Data Analysis and Research Unit

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*Educational Psychology Review*. Advance online publication. doi: 10.1007/s10648-015-9350-2



## **CURRICULUM VITAE**

**Name Surname:** Hüseyin Ateş

**Birth Place and Year:** Burdur, 1986

**Marital Status:** Married

**Foreign Language:** English

### **Education (Institution and Year)**

**High School:** Burdur High School, 2000-2004

**Bachelor's Degree:** Selçuk University, English Language Education, 2004-2008

### **Work Experience and Year**

Diyarbakır / Çınar / Karaçevre Village Primary and Secondary School 2009-2011

Burdur / Bucak / Bucak Anatolian Religious Vocational High School 2011-2013

Burdur / Burdur Vocational and Technical Anatolian High School 2013-2015

Burdur / Taşkapı Şehit Mükerrerem Varol Primary School 2015-2016

Burdur / Burdur Vocational and Technical Anatolian High School 2016

Burdur / Burdur Science and Arts Center 2016-To Present

### **Publications (Books, Articles and Presentations)**

Toy, F., Ateş, H., & Büyükyavuz, O. (2015, May). *Professional development journey of two English language teachers: Lessons learned and experiences shared*. Paper presented at the 3<sup>rd</sup> ULEAD Congress International Conference on Applied Linguistics "Current Issues in Applied Linguistics". University of Çanakkale Onsekiz Mart, Çanakkale, Turkey.

Toy, F., Ateş, H., & Çopur, G. (2015, May). *Analyzing the item characteristics of a mock exam*. Paper presented at the Çukurova International ELT Teachers (CUELT) Conference "An Insider Voice into Practice". University of Çukurova, Adana, Turkey.