T.C.
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ASSESSMENT PREFERENCES AND TEST ANXIETIES OF FOREIGN AND TURKISH UNIVERSITY STUDENTS IN ENGLISH PREPARATORY CLASSES

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CERTIFICATE OF COMMITTEE APPROVAL

We certify that this thesis under the title of **"Assessment Preferences and Test Anxieties of Foreign and Turkish University Students in English Preparatory Classes"** prepared by **Bahar Taş** is satisfactory for the award ofthe degree of Master of Arts in the Department of Foreign Language Education.

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I declare that this thesis has been written by taking ethical rules into consideration and by giving all the references cited from the field by referring them in the thesis.

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ABSTRACT

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Master's Thesis, Süleyman Demirel University, Graduate School of Educational Sciences, Department of Foreign Language Education
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This study aims to determine English preparatory class students' assessment preferences and test anxieties and whether there is a relationship between these two dependent variables or not. It also aims to see whether or not there is a significant difference between genders and nationalities in terms of assessment preferences and test anxiety, and also to learn the reasons behind these differences if there are any. 147 university students who will study in English-medium departments at a private university participated in this study. As there are not many studies on assessment preferences and very few in the Turkish literature, this study will contribute to the literature with its multicultural scope. In this study, a mixed method was adopted that integrated quantitative and qualitative data, which were collected through two inventories and one interview. Data were analyzed with Independent Samples T-test results and content analysis. The results present a detailed report of students' assessment preferences and also reveal that there are significant differences regarding independent variables; gender and nationality. It has been found that while male students prefer to be assessed with complex items, females prefer simpler items. The results have also shown that there is a significant difference in Turkish and foreign students assessment type preferences, grading & reporting preferences, and general test taking anxieties.

Keywords: Foreign Language Learning, Assessment, Assessment Preferences, Test Anxiety.

ÖZET

İNGİLİZCE HAZIRLIK SINIFLARINDAKİ TÜRK VE YABANCI ÖĞRENCİLERİN DEĞERLENDİRİME TERCİHLERİ VE SINAV KAYGILARI

Bahar TAŞ

Yüksek Lisans Tezi, Süleyman Demirel Universitesi, Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı
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Bu çalışmanın amacı İngilizce hazırlık sınıfındaki öğrencilerin değerlendirme tercihlerini ve test kaygılarını araştırmak ve bu iki bağımlı değişken arasında bir ilişki olup olmadığını incelemektir. Ayrıca bu çalışmada öğrencilerin değerlendirme tercihlerinde ve test kaygılarında cinsiyet ve ülke bakımından anlamlı bir fark olup olmadığını bulmak ve eğer fark varsa nedenlerini ortaya koymak amaçlanmıştır. Bu çalışmaya eğitimlerini İngilizce olarak tamamlayacak olan 147 tane üiversite öğrencisi katılmıştır. Bu çalışma çok kültürlü bir ortamda yapılması ve Türk literatüründe öğrencilerin değerlendirme tercihlerini araştıran kısıtlı sayıda araştırma olması bakımından alana katkı sağlayacaktır. Bu çalışmada nitel ve nicel verileri birleştiren karma araştırma yöntemi kullanlmıştır. Veriler iki adet envanter ve ikili görüşmelerle elde edilmiştir. Verileri analiz etmek için Bağımsız Değişkenler T-testi ve içerik analizi kullanılmıştır. Sonuçlar İngilizce hazırlık sınıfı öğrencilerinin değerlendirme tercihleriyle ilgili ayrıntılı bir rapor niteliğindedir. Bu çalışmada öğrencilerin değerlendirme tercihlerinin cinsiyet ve milliyete göre anlamlı farklar gösterdiği ortaya konmuştur. Sonuçlara göre erkekler karmaşık soru tiplerini kızlara göre daha çok tercih ederken, kızlar daha kolay soru tiplerini tercih etmektedir. Ayrıca bu çalışmada Türk ve yabancı öğrencilerin değerlendirme tipi tercihlerinde, sınav okuma ve raporlandırma tercihlerinde ve genel test kaygılarında anlamlı farklar olduğu ortaya konulmuştur.

Anahtar Kelimeler: Yabancı Dil Öğrenme, Değerlendirme, Değerlendirme Tercihleri, Sınav Kaygısı

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LIST OF ABBREVIATIONS

API	Assessment Preference Inventory
TAI	Test Anxiety Inventory
EFL	English as a Foreign Language
FS	Foreign Student
TS	Turkish Student

1. INTRODUCTION

This chapter presents the problem, purpose and significance of the study, as well as its assumptions and limitations.

1.1. Statement of the Problem

In Turkey, English is taught as a required course starting from the second grade in primary school through university, even though the allocated time for English classes vary according to grade and school type. Therefore, how English is taught is an important matter of concern especially after the Ministry of Education, which followed the behaviorist approach at first, totally changed the teaching approach and adopted the constructivist approach to teaching in 2004, a new term started for English teaching as it did in other branches.

The constructivist approach mainly aims to promote active learners constructing their own knowledge and also to promote understanding students' individual differences. So, thanks to constructivism students started to take more active roles in the learning and assessment process. However, one side of the constructivist approach is ignored. Students, as individuals, do not seem to have much to say on how they want to be assessed. Although from primary to high school classes, the Ministry of Education has set some requirements for the assessment process that are in line with constructivism, such as the need to give projects to students or grade students' participation in the lessons in order to involve the students more, in the end the teachers are the ones who decide how they are going to assess the students; the students are not really a part of this process.

It is the same at the university level; a group of teachers come together and decide how students will be assessed. Since there are many students in preparatory classes it is not very easy for the students to take some roles in the assessment process. Even if it is difficult to learn each individual's preference, the fact that they, as individuals, have some test-taking preferences does not change and these preferences should be considered while preparing tests to increase their performance and decrease their test anxiety.

In this study, what English preparatory class learners prefer for their own assessment will be addressed in the light of research questions prepared by the researcher. These questions are presented in the next section.

1.2. Purpose of the Study and the Research Questions

The constructivist approach, which puts the student in the center, is popular in today's education systems. While trying to use all principles of this approach in the teaching and learning process, it cannot be expected to be different in the third aspect of this triangle, assessment. According to the constructivist approach individual differences should be taken into consideration. Therefore, the aim of this study is to investigate the assessment preferences and test anxieties of Turkish and foreign English preparatory class students. This study will also try to find a relationship between foreign language learners' assessment preferences and test anxiety since test anxiety is an inseparable part of the assessment process. The following research questions will be addressed in this study:

1. What are language learners' assessment preferences and test anxieties?
2. What is the relationship between language learners' assessment preferences and test anxieties?
3. Is there a significant difference between male and female language learners' assessment preferences and test anxieties?
4. Is there a significant difference in foreign and Turkish language learners' assessment preferences and test anxieties?
5. What are the underlying reasons for the difference (if any) in foreign and Turkish language learners' assessment preferences and test anxieties?

1.3. Significance of the Study

While there are a number of studies conducted on assessment preferences in the literature, there are only two studies in Turkey which focused on assessment preferences in an English teaching context. In her study, Doğan (2008) studied the factors that affect English Language Teaching Department students' assessment preferences, and in another study, Büyükkarcı (2010) researched the effect of

formative assessment on learners' assessment preferences in an English as a foreign language (EFL) context. The current study will be carried out with students who learn English as a foreign language in preparatory classes. Since the study will be done in a multicultural environment at an international university, unlike the other studies, it will research whether there is a significant difference between foreign students' and Turkish students' assessment preferences in an EFL context. Because of these different aspects of the research, it will contribute to both Turkish and international literature.

1.4. Assumptions

Since the ages of the participants are close to each other and they study at a private university, their age and socio-economic background are assumed as similar. Therefore they are not addressed in the study. It is also assumed that participants answered the questions sincerely.

1.5. Limitations

This study is limited to 147 English preparatory students from different language levels at Antalya International University in Turkey, where there are almost 600 students. This means that the study would have given a broader picture if all the English preparatory class students could have participated or if students from other universities could have been involved.

This study is also limited to foreign students who are from only Asian and African countries, so multicultural aspect of this study is limited to those countries and the term "foreign" in this study will refer to only African and Asian countries.

Another limitation is that while Turkish students had a chance to complete the inventories in their mother tongue, foreign students completed it in English, which didn't offer them equal conditions while collecting data. The reason for this is Turkish students' high language anxiety and low confidence in their language competence, while foreign students are fine with such concerns.

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

2.1. Introduction

This study is mainly centered on two concepts; namely, "assessment preferences" and "test anxiety". Assessment preference is defined as the "imagined choice between alternatives in assessment and the possibility of the rank ordering of these alternatives" (Van de Watering, Gijbels, Dochy, & Van Der Rijt, 2008, p.647). For the other concept, test anxiety, Sarason (1986) says that it is beyond simply being an unpleasant experience for the affected person and, as Spielberger (1972) put forward, it plays a role in personal phenomenology and influences performance and personal development.

The fact that assessment plays a very important role in the learning process found its voice in several studies (Gibbs, 1999; Scouller, 1998; Doğan, 2013). There are also many studies which support that the teaching environment should be student-centered and individual differences should be taken into consideration. Therefore, the concept of "assessment preference" which refers to students' opinions, attitudes and preferences of assessment methods and its properties (Birenbaum, 1997) should be taken into consideration in the process of planning learning.

Doğan (2013) says that individual differences are necessary to consider today when planning the learning process. She also adds that in the process of planning learning styles, approaches and strategies have been mainly targeted; however, assessment preferences of students have been ignored. In an attempt to fill this deficit, this thesis will try to determine what foreign language learners' assessment preferences are and how they differ between foreign and Turkish students in a multicultural context. Since test anxiety is a phenomenon which is naturally occurring during the assessment process, its relationship with assessment preferences will also be researched in the study.

2.2. Assessment

Turgut (1997) describes assessment as the process of making a decision and making a judgment. Assessment is used in order to determine to what extent an individual has a specific quality (Kan, 2006). The concept of assessment is divided into two different perspectives: assessment culture and testing culture (Birenbaum, 2000).

The traditional testing culture is heavily affected by old paradigms, such as the behaviorists learning theory, the belief in objective and standardized testing (Shepard, 2000), and the belief that testing and instruction are not integrated. Multiple choice and open ended assessments are typical test formats of a testing culture. After Dochy and McDowell (1997) introduced the notion of assessment 'as a tool for learning', understanding of assessment changed and "assessment culture" started to appear. Dochy (2005) described the assessment culture in general terms as follows: There is a strong emphasis on the integration of assessment and instruction in assessment culture. Many assessment specialists agree upon that properly used educational assessments can be seen as means that improve the teaching process. Moreover, taking advantage of assessment as a tool for learning is highly supported.

In assessment culture, the students actively participate in the process by sharing the responsibility, experiencing self-evaluation and reflection, working together with their peers, and having an ongoing interaction with the teacher. The assessment includes many assessment types, such as non-standard tests. The assessment tasks are often engaging, meaningful, authentic, and challenging. Students do not feel time pressure in assessments and tasks, which are similar to the ones performed in real life. In assessment culture, reporting practices say more about students' performance than a single score (Birenbaum, 1996).

In this study, students are put in the center, as assessment culture suggests. Not only the tests but all processes of assessment are investigated in terms of their preferences, including what types of assessment and item types they prefer, how they want to be graded and reported, how eager they are to take roles and responsibilities in the assessment process and what they want to know before and after their exams.

As in most teaching environments, assessment is an inseparable part of foreign language teaching as well. Therefore, before describing broad information about assessment, which is a significant part of teaching a foreign language, it is important to explain what the terms test, assessment and evaluation mean to differentiate them and prevent contradiction. Brown (2004) referred to the issue by clarifying the difference between assessment and test, since he thinks that these two terms are vulnerable to being regarded as the same. While he defines test in simple terms as "a method of measuring a person's ability, knowledge, or performance in a given domain" (p.3), he explains assessment as a broader term. It is clearly stated as follows:

> Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.(p.4)

Coombe, Folse, & Hubley (2007) also emphasized the difference between assessment and tests stating that:

> Although testing and assessment are often used interchangeably, assessment is an umbrella term for all types of measures used to evaluate students' progress. Tests are a subcategory of assessment. A test is a formal, systematic (usually paper-and-pencil) procedure used to gather information about students' behavior. (p.5)

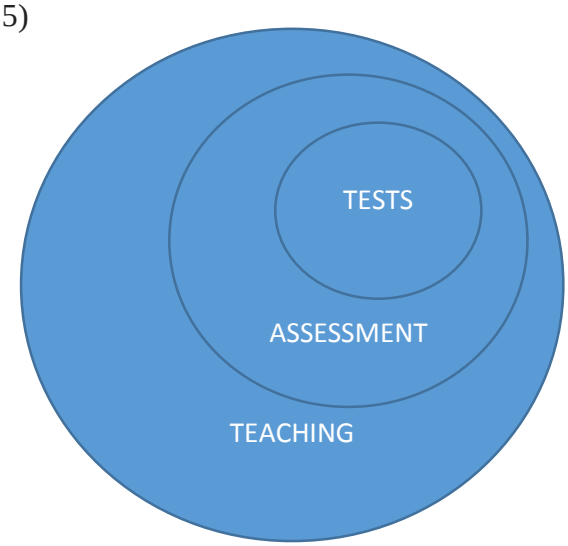

Figure 1. Tests, assessment, and teaching (Brown, 2004)

In Figure 1, the relationship among test, assessment and teaching is given by Brown (2004).

A similar relationship between test and assessment is present between assessment and evaluation; however, here evaluation takes a bigger role. While "in assessment, the focus is on specific points of language; but in evaluation, the emphasis is placed on overall aspects of language" (Hamidi, 2010, p.1). In other terms, evaluation includes looking at all the factors that have an impact on the learning process, such as syllabus objectives, materials, methodology, teachers and assessment (Harris and McCann, 1994).

2.2.1. Assessment Types

After differentiating the definitions of these important terms, it is also necessary to explain how assessment and testing types are labelled since these will be referred to in different parts of this study. Different books use different titles to refer to categories of assessment and a collection of these titles will be presented in this study. These types are formal and informal assessment, formative versus summative assessment, norm-referenced versus criterion referenced tests, discrete-point versus integrative testing, high-stakes versus low-stakes tests, direct and indirect testing, objective versus subjective testing, traditional versus alternative assessment.

1. Informal versus formal assessment: Informal assessments are not strictly structured forms of assessment, but are instead any actions taken by the teacher directed at students' language in or out of the classroom. These actions can take any form including observations, interviews, written or oral feedback, unplanned comments and responses. However, formal assessments are systematic, planned and structured tasks which target collecting data about student performance. It is necessary to emphasize here that tests can be referred to as formal assessments, but not all formal assessment types need to be a test. A systematic type of observation can be counted as formal assessment (Brown, 1994).

2. Formative versus summative assessment: Formative assessments are administered during a course to improve learning and instruction processes. These provide feedback for both students to guide their learning and teachers to support their teaching (Coombe et al., 2007; Douglas, 2014). Brown (1994) also says that all informal assessment such as a suggestion for an error, a comment to a student, etc. should have a formative purpose, since they are given to improve learners' language ability. On the other hand, tests carried out at the end of the course to see to what extent students have fulfilled the objectives pre-determined in the curriculum are considered summative assessments. In language classes they are mostly used to put students into the right levels (Harris & McCann, 1994). Brown (2004) similarly describes summative assessments as tasks aiming to measure or summarize a student's performance in a regular course or unit. Good examples of summative tests are final exams and proficiency exams. However, he also emphasized that all tests such as quizzes and midterm tests do not necessarily have to be regarded as summative assessments, they can also function as formative assessments in line with the teachers' goals.

3. Norm-referenced versus criterion referenced tests: Norm referenced tests do not give direct information about a student's performance but show how the student does compared to other test-takers. However, criterion-referenced test results tell what a student is capable of by measuring them according to a pre-set criterion. (Coombe et al., 2007)

4. Discrete-point and integrative testing: While discrete-point testing refers to the assessment of one component of language at a time, integrative testing includes holistic assessment addressing the combination of different language abilities (Hughes, 2003). Brown (2004) says that discrete-point tests are prepared based on the idea that language can be broken down into its parts such as listening, speaking, reading, morphology, lexicon, etc. and can be tested successfully. However, integrative testing does not divide language into its parts and regards it as a whole. Writing a composition, note-taking, dictation or cloze-tests could be given as examples for integrative testing (Hughes, 2003).

5. High-stakes versus low-stakes tests: High stake tests refer to tests that have a significant effect on people's lives or on different institutions. For example, the TOEFL is a high-stake test because a certain score may be a prerequisite for employment. This may affect a test taker's future by determining whether the test taker will be accepted by a job or not. However, low-stake tests do not affect a person's life as much as high-stake tests do. Progress tests and quizzes are examples of low-stake tests. (Coombe et al., 2007)

6. Direct versus indirect testing: Fulcher (2010) described direct testing as an older term, popular in the communicative language testing movement, to describe a performance test that was said to 'directly' measure the construct of interest, while he described indirect testing as a test in which the items do not require performance, but from which an ability to perform is inferred. Brown (2004) says that a test is direct when it asks the learner to perform exactly the skill that needs to be assessed. For example, if learners' performance in writing composition is to be tested, then they are asked to write. However, he says that a test is indirect when it tries to assess the abilities that form the skill itself. For example, students are asked to find mistakes in punctuation and capitalization in a text. Its aim is to test writing skills but the testing is carried out through reading.

7. Objective versus subjective testing: The difference between objective and subjective testing is related to scoring. If there is no judgement made by the scorer and grading is done with a set of correct answers, then it is considered objective testing. Multiple choice is an example of objective testing. But if the scorer needs to involve their judgement and opinion in the grading process, such as when grading essays, then the scoring is subjective (Coombe et al., 2007; Hughes, 2003).

8. Traditional versus Alternative Assessment: Brown (2004) formed a comprehensive chart (Table 1) describing traditional and alternative assessment. Looking at the chart below and the other relevant literature (Bailey, 1998; Dikli, 2003; Coombe et al., 2007), it can be said that the common features of traditional assessment are that they are standardized tests which are timed and in multiple choice format. They are also carried out as summative assessments in which the scores and final products are important. However, alternative assessments occurred

as an alternative to traditional assessment types. They are long-term, untimed assessment types which require free responses. Also, their nature requires them to be formative by emphasizing the process rather than the product. Brown (2004) points out that these descriptions should not be misleading because to draw a clear line between the two is difficult.

Table 1. Traditional and Alternative Assessment, Brown (2004)

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

Dikli (2003) states that the most common assessment tools are true/false tests, multiple choice tests, essays and short-answer tests. Alternative assessment tools are open-ended questions, exhibits, demonstrations, hands-on execution of experiments, computer simulations, portfolios, projects, presentations and self-assessment. (Dietel et al., 1991; Coombe et al., 2007)

The most common tests are also categorized according to their purpose. These are namely diagnostic, placement, achievement and proficiency tests. Since these terms are included in several parts of the study, it is necessary to give a short explanation of them.

Achievement tests: These tests are administered to determine to what extent the objectives of the class were achieved by groups of students. Because of their nature they are summative assessments but they also can be used for formative purposes.

Achievement tests can be done in the middle of the teaching term or at the end of it (Coombe et al., 2007). These can vary from short quizzes to long exams lasting several hours and with different formats (Brown,2004).

Proficiency tests: In contrast to achievement tests, these tests target test-takers' overall language performance rather than testing what has been taught during a course. Since they show test-takers' language level, they are norm-referenced and summative and mostly do not have diagnostic purposes. Proficiency tests may also show test-takers' skill-based performances (Brown, 2004).

Diagnostic tests: These tests are designed to focus on the mistakes rather than on the achievements of learners. According to diagnostic test results, learners' language needs are determined and then focused on. These are helpful for both teachers and students, but preparing a diagnostic test is difficult since it needs to refer to different sublanguage skills (Harris and McCann, 1994; Brown, 2004).

Placement tests: These tests, also referred to as entry tests, are administered in order to place groups of students according to their language level. Their purpose is to form homogenously grouped classes. Placement tests can be prepared both based on the objectives or general language proficiency requirements (Hughes, 2003; Harris and McCann, 1994).

2.2.2. Item/Format Types in Assessments

In Birenbaum's (1994) Assessment Preferences Inventory (API) item types are categorized into two groups - simple and complex items. Fill in the blanks questions, matching questions, true/false questions, multiple-choice questions, open-ended questions asking for short answers, tasks similar to those practiced in the lessons or in text books, tasks related to real-life situations/events, and simple tasks with only one correct answer are placed under the category of simple assessment items. On the other hand, item types such as concept maps, essays, performance-based tasks and skills, complex and challenging tasks having more than one possible answer and detailed tasks, in which each stage is defined by the instructor, are placed under the category of complex items. When looking at this classification, it can be seen that

simple items include tasks which require lower cognitive skills while complex items require higher levels of cognitive skills.

Among these item types, multiple-choice questions, open-ended questions with short answers, true/false questions, fill in the blanks (Hughes, 2003) and essays are the most common assessment items which are used while evaluating students' academic performance in language classes (Dikli, 2003), especially multiple choice tests (Bailey, 1998). Except essays, the types of items mentioned above are criticized because they do not provide any productive outcome of learners' language and require only receptive skills. They are highly advantageous when they are compared to more complex item types since scoring is relatively objective and they are easy to administer and score (Nasab, 2015). Essays give teachers a chance to see students' productive skills, but they are highly objective and time-consuming. Grading essays with a criteria (rubric) could be helpful in terms of objectivity (Simonson et al., 2000).

However, these are all regarded as traditional assessment types and may be replaced by alternative assessment items which are more authentic and performance-based. Alternative assessment items can vary depending on the skill. According to a foreign language projects published in 1999, the ones which are used in language classes are as follows: performance-based assessments (projects, exhibitions, role playing, experiments and demonstrations), open-ended questions, writing samples, interviews, journals and learning logs, story or text retelling, cloze tests, portfolios, self and peer assessments, teacher observations and checklists. Dikli (2003) says that the most popular alternative assessment tools are portfolios and projects.

2.3.3. Student involvement in assessment

There are many ways students may be involved in the assessment process. They can take many roles and responsibilities in this important phase of the teaching and learning process. Robinson (2007) drew attention to the shift from traditional assessment types to those which require more active student involvement such as alternative assessment, performance-based assessment and authentic assessment. There are also other assessment types which actively involve the students such as

portfolios, journals, conferences, interviews, and self and peer-assessments (Brown, 2004). Together with these assessment types students are encouraged to be more actively involved in their own assessment. These assessment types developed based on a real understanding of how learning occurs and suggest that students be assessed through a skill or transfer of knowledge to the real world, which shows a valid understanding of the students' learning process. Peer and self-assessment, as their name suggests, also target student involvement.

There are also a number of things that students can do apart from only being active during the assessment. Some examples of these are to participate in the exam preparation process, to decide the assessment requirements with the teacher, to choose the assessment types that they prefer, to assess their peers, and to determine the standards of assessment with the teacher so that their participation effort and interest in lessons can be assessed (Birenbaum, 1994). Several studies are present in the literature: in one of these studies, the researcher worked on a project to assess class participation fairly and reliably by involving the students in the specifications of the participation criteria (Dancer & Kamvounias, 2005). Another study showed that student-involved classroom assessment had a positive effect on their understanding of students' academic performance (Stiggins & Chappuis, 2004). Robinson (2007) also studied the effect of increased student involvement in classroom assessment by allowing the participants to do self-assessment.

Another aspect of student involvement is receiving preliminary information about the test preparation process. Students may become a part of assessment by receiving a detailed description of how their success will be assessed by the teacher when the course starts, by clarifying with the teacher what will be on the test and how to prepare it, and by answering examples similar to the questions to be asked on the test. Bal (2012) found that students want to be informed about the details of an exam.

2.2.4. Cognitive Processes

The cognitive processes experienced by learners during the learning process are systematically explained by Bloom's (1956) taxonomy. When it is understood that

"taxonomy" means the same as the term "classification", it becomes easy to understand this term. Bloom's Taxonomy is a multi-row model of classifying the complexity of the thinking process according to six cognitive levels. For many years, teachers have referred to it as the stairs of teaching to encourage their students to climb towards a higher level of thought. While the lowest levels are knowledge, comprehension, and application, the highest levels are analysis, synthesis, and evaluation (Forehead, 2012).

However, this taxonomy was revised by a group led by Loris Anderson, who was one of Blooms' students, in 2001. There were changes in structure, emphasis and terminology. The most noticeable change was in terminology. The names of cognitive steps were changed to remembering, understanding, applying, analyzing, evaluating and creating. Anderson et al. (2001) made noticeable changes in the names of all levels and in the order of evaluating by adding a new cognitive level called creating. These cognitive levels were summarized in a chart by Anderson and Krathwohl (2001). The definitions are as follows:

I. Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. (Example verbs: choose, define, find, label, list, match, etc.)

II. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. (Example verbs: classify, compare, contrast, demonstrate, explain, etc.)

Ill. Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. (Example verbs: apply, build, construct, develop, experiment with, etc.)

IV. Analyzing: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. (Example verbs: analyze, assume, categorize, conclude, discover, etc.)

V. Evaluating: Present and defend opinions making judgements about information, validity of ideas, or quality of work based on a set of criteria. (Example verbs: agree, appraise, assess, award, criticize, decide, etc.)

VI. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. (Example verbs: adapt, build, change, compose, design, delete, etc.)

In this study only the first four cognitive levels were included since they are mostly used in the language learning process.

2.2.5. Grading and Reporting in the Assessment

Grading is described as evaluating the student's performance depending on a criterion with a symbol or a number, while reporting is the communicating of a student's performance to the student and parents, and this information can also be shared with institutions. Grading and reporting play a key role in the language teaching process and they are regarded as one of the educators' most important responsibilities. They are also complex components of instruction since grading practices can be affected by many factors, such as assessment practices that teachers experienced as students, teachers' personal philosophy on teaching and learning, schools' expectations on grading and reporting, and finally what they learned about grading and reporting in teacher preparation programs (Guskey & Bailey, 2001).

Traditional grading systems in classrooms are criticized by several researchers (Guskey & Bailey, 2001; Black and William, 1998, Marzano, 2000). Guskey & Bailey claim that the developments in the educational world make changes compulsory. They claim that available reporting practices seem inadequate because there is a great emphasis on standards and performance assessments. Parents also ask for more detailed information on their children's progress, and improvements in technology allow more detailed reporting. These researchers also want it to be noticed that there is a gap between the knowledge base and the common practices used in grading and reporting. Therefore, they think that the traditional system should be changed.

Black and William (1998) highlight some important problems in traditional grading and reporting systems. They say that assessments are based on superficial learning rather than understanding; the quantity of students' work is given more importance

than the quality; marks are overemphasized, while useful feedback is underemphasized; teachers do not critically think about what they assess, while students do not understand why they are assessed; competition among learners is reinforced instead of individual improvement; the managerial or social functions of grades dominate their learning functions; the collection of marks is more important than what students really need. Brown (2004) also questions the notion that all aspects of student performance can be reduced to only one grade or number, on which a conclusion about the learner's achievement and potential ability to succeed in a career is formed. He suggests that teachers who use letters or percentage scores to evaluate students should use a well-defined system of grading and should give grades according to clearly stated criteria which meet the objectives of a course or assessment process. He adds that letter grades are only one side of assessment and other important considerations should be included. Therefore, he offers alternatives to letter grading such as self-assessment, narrative evaluations, checklist evaluations and conferences, claiming that these may mean more than letters but also accepting that they are not as practical as letter grades. However, he highly recommends that these alternative ways of grading and reporting be used as additional elicitation of student achievement.

Tucker and Codding (1998) also think that traditional systems should be improved; thus, they proposed a system in which assessment is criterion referenced but not norm referenced as it is in the old grading systems. Also, in their proposed system, formative and summative assessments are integrated instead of only summative assessments, assessment practices are shared with students rather than being kept secret, and grades are focused on only achievement.

2.3. Assessment Preferences

There have been many studies conducted in the related literature examining the different aspects of the assessment preferences of students. Most of the studies are related to the assessment type and item type preferences of learners, while some of them investigate the relationship between assessment preferences and instruction and performance. There are also several studies focused on variables such as motivation,

student involvement, pre-assessment preparation, learning strategies and orientations. Some of these studies are listed below:

In their studies with high school students and university undergraduates, Zeidner (1987) and Anderson (1987) found that MC questions are preferred. Zeidner (1987) also reported that high school students want to be assessed by multiple choice questions rather than open ended questions because students find them easier, less complicated, more understandable and more interesting. Students also think that these question types are fairer and less tricky. However, there was still a majority of participants who regarded essay-type exams as better assessment types in reflecting what they know about a subject when compared to multiple choice type exams.

In another study carried out with 304 Sport Science undergraduate students in a School of Sport Sciences and Technology, Arslan (2013) indicated that students preferred some forms of alternative assessment, multiple choice format and performance-based tasks or skills depending on which course they were studying. There were also significant differences in terms of what students wanted to know about the details of the assessment process.

According to the studies of Birenbaum & Feldman (1998), students generally prefer multiple choice formats, or simple and de-contextualized questions, over complex and authentic questions such as essay type assessments or constructed-response types of questions. Traub & McRury (1990), also found that students have more positive attitudes towards multiple choice tests in comparison to open ended tests because they think that these tests are easier to prepare for, easier to take, and will bring in relatively higher scores.

There are several results for gender differences in assessment preferences. Beller & Gafni (2000) reported that while female students prefer essay formats, male students show a slight preference for multiple choice formats. The study results found by Gellman & Berkowitz (1993) were in line with the study mentioned above. When it comes to performance differences of the genders in different assessment types, Ben-Shakhar & Sinai (1991) found that male students perform better on multiple choice

questions than female students, and female students perform better than male students on open ended questions.

Sultan (2013) conducted a study to learn the assessment preferences of university students studying medicine. Clinical students mostly preferred to be assessed by multiple choice questions together with an assessment type (objective structured clinical examination) belonging to the field. They chose multiple choice questions because they find them effective to assess students' academic abilities. It was also found that if students are tested with the methods of their choice they would perform better. Students want to be assessed on all cognitive levels including remembering as well as synthesis and analysis.

In the study by Ben-Chaim & Zoller (1997), they report that students prefer written, unlimited time examinations and those in which the use of supporting material is permitted. Time limits are seen as stressful and result in pressure.

Moreover, Birenbaum & Feldman (1998) discovered that students with a deep study approach tended to prefer essay type questions, while students with a surface study approach tended to prefer multiple choice formats.

Three other studies (Biggs 2003; Birenbaum 2003, 2004) investigated the relationship between assessment and instruction and found that there was a significant relationship between these two core components of education. In a study conducted with these two variables, Entwistle & Tait (1990) reported that there is a positive correlation between students' assessment preferences and their perception of themselves as learners. While students who consider themselves as deep learners preferred instruction and assessment procedures which challenged them intellectually and allowed them to demonstrate their understanding, students who regard themselves as surface learners preferred teaching and assessment procedures which supported that approach.

In a study conducted with Chinese, Indian and European postgraduate students, Selvarajah, Pio & Meyer (2006) indicated that students from all ethnic groups

participating in the study mostly prefer individual assignments as assessment, while group assignments and oral presentations are preferred to exams.

Additional studies were conducted to investigate the relationship between students' assessment preferences and performance (Scouller, 1998; Beller & Gafni, 2000). Scouller (1998) compared two assessment types, one of which is a multiple choice question exam that asks students to answer using the knowledge they learned throughout the whole course. The other is an essay type exam that requires a deeper study of a limited area of knowledge. It was found that the students who chose the essay type exam performed better when compared to those who chose the multiple choice examination.

In research carried out to determine the assessment preferences of students in the Department of Computer and Instructional Technology and in the Elementary Education mathematics course, Bal (2012) found that the undergraduate students want to be informed about the exam before the assessment stage and preferred the assessment types. It is also found that the students with medium academic success prefer to be informed during the process of preparation for the exam and they prefer the simple/multiple-choice examinations more. Additionally, female students prefer alternative assessment types more and male students prefer the traditional assessment types more. Furthermore, considering the departments, students in the elementary school department prefer the alternative assessment type, the complex item type and cognitive processes more. Finally, they also want to receive feedback after an assessment.

There are also other studies which examined different aspects of assessment preferences such as students' involvement in the assessment process including their effort, interest and responsibility. In two studies with junior high school and high school students, Birenbaum and Gutvirtz (1995) and Cohen (1995) investigated the relationships between assessment type preferences, students' motivation and learning strategies. They found there are significant relationships between the variables.

In another study with students in higher education, Birenbaum (1997) compared the assessment preferences of students in the education and engineering departments, which both differ significantly in their academic environments, and examined the relationships between students' learning strategies and orientations and their assessment preferences. The results showed that, rather than by disciplinary group dynamic, participants' preferences were affected by individual differences and differences in their assessment preferences are related considerably to learning strategies and orientations. She also argues that the exam performance is affected by the same factors that affect students' assessment preferences.

Gijbels & Dochy (2006) found unexpected results in their study investigating students' changes in assessment preferences and approaches towards learning after hands-on experience with formative assessment. The results of the study showed that the number of the students who prefer assessment methods with higher order thinking significantly decreased after students became familiar and practiced with the new formative assessment. Students also seem to change their learning approaches to a more surface approach after hands-on experience with formative assessment. These results are also in parallel with other recent research findings (Struyven & Janssens, 2003; Nijhuis, Segers, & Gijselaers, 2005).

In a different study, it is reported that the qualitative and quantitative results were not consistent. While undergraduate students preferred multiple-choice, true/false, short-answer/completion, restricted-response, and extended- essay formats in the quantitative part of the study, they were mostly positive about short-answer/completion and restricted-response formats in the qualitative part (Teemant, 1997).

As well as students, what teachers preferred as assessment types are also investigated. Mertler (1999) conducted a study with 625 teachers working at primary, secondary and high schools regarding the assessment techniques they used and their frequencies. The study results showed that high school students used multiple choice tests more than primary and secondary school teachers. It was also

found that primary school teachers used observation techniques more than the other school types.

2.4. Test Anxiety

The term test anxiety refers to the set of physical, emotional, behavioral, and cognitive responses that accompany the concern about the possible negative consequences or failure on an exam or similar evaluative situation (Sieber, O'Neil, & Tobias, 1977; et al. Zeidner, 1998). Huberty (2009) claims that 30% of adolescents experience test anxiety. The elements of anxiety include a subjective feeling state, behavioral response, and certain physiological responses (Barlow, 2001). As primary characteristics of anxiety, Huberty (2009) also presents a classification like Barlow's in a more organized way and gives examples how students react according to three categories as follows: cognitive - concentration problems, memory problems, attention problems, oversensitivity, difficulty solving problems, worry, cognitive dysfunctions, attributional style problems; behavioral - motor restlessness, fidgets, task avoidance, rapid speech, erratic behavior, irritability, withdrawal, perfectionism, lack of participation, failure to complete tasks, seeking easy tasks; physiological – tics, recurrent, localized pain, rapid heart rate, flushing of the skin, perspiration, headaches, muscle tension, sleeping problems, nausea, vomiting, enuresis, and behavioral.

While these are some effects of test anxiety, what causes it is mainly explained by two models: the interference model and the skill deficit model. According to the interference model first proposed by Culler & Holahan (1980), students having high test anxiety are distracted, may not be able to recall the relevant information necessary for good academic performance because of their worry (Sarason, 1984). However, in the deficit model students have problems in encoding and organizing the relevant subject material and that's why they cannot perform well in the exams (Culler& Holahan, 1980; Tryon, 1980).

2.4.1. Studies on test anxiety and assessment preferences

Test anxiety is a strong variable that leads to certain attitudes towards assessment format. Students with high test anxiety have more favorable attitudes towards multiple choice questions whilst those with low test anxiety tend to prefer open ended formats. Birenbaum & Feldman (1998) also assumed that if students are provided with the type of assessment format they prefer, they will be motivated to perform at their best (Gellman & Berkowitz, 1993). Zeidner (1987) found that the multiple choice format was seen as leading to less anxiety, thus made exam takers feel more comfortable during the exams.

In the study conducted with English learners, Salehi (2014) found that both language anxiety and test anxiety affect language learning negatively. The study results also showed that language anxiety and test anxiety are related to each other. It means that the students with high language anxiety tend to have high test anxiety too and vice versa.

In a study conducted with 276 students, Sarason & Stoops (1978) found that students having high levels of anxiety experience more cognitive interference and time passes more slowly for them, which results in poor performance. They also suggest that students with low academic success should not be labelled as being less intelligent than others.

In another study carried out with 200 English learners, Salehi & Marefat (2014) found that foreign language anxiety and test anxiety have a negative effect on students' final exam grades, suggesting that language anxiety and test anxiety are strongly correlated. In the study carried out with students studying English as a second language, Teemant (1997) indicated that test anxiety is the strongest predictor of test performance when it is compared to students' language proficiency and assessment preferences

Traub & McRury (1990) also showed that it is possible that some students prefer written assessment formats because they are used to it, but not because they are good at them. Their findings of the relationship between assessment type preferences and

the resulting scores on the assessment formats showed some significant differences. Interestingly, students who preferred written assessments obtained lower marks on the same kind of assessment. In written assessments, students preferred especially the multiple choice format since they think they reduce stress and test anxiety and are easy to prepare for and to take.

3. METHODOLOGY

This chapter presents information on the participants, data collection process, data collection tools and data analysis used in this study.

3.1. Participants

The study was conducted with 147 English preparatory class students at a private university in Turkey. The demographic information for the independent variables of the study is given in Table 2 below.

Table 2. Distribution of the Participants' Gender and Nationality

	Nationality		
	Turkish	Foreign	Total
Male	56	26	82
Female	52	13	65
Total	108	39	147

It can be observed in Table 2 that 82 males and 65 females participated in the study. 108 of the participants are Turkish while 39 of them are foreign. The age of the group ranges from 18 to 22. While Turkish students are from different parts of the country, foreign students are mainly from African and Asian countries. Students' departments of study range from social sciences to physical sciences. When these students arrived at the university, their English levels were identified as A2 or B1 according to the Cambridge Placement Test, which shows that the students had some experience with the English learning process beforehand.

3.2. Data Collection Process

In this study, a mixed method integrating quantitative and qualitative data was used in order to reach more reliable results. With this method, the goal is to get results that support each other and the method also allows for analyzing the data and enlightening the problem in a more comprehensive way (Creswell & Clark, 2007).

The quantitative data were collected in November and December of 2014 from English preparatory class students studying at Antalya International University during their lesson periods with the necessary permission given by the administration and the teachers. The researcher went to most of the classes herself and explained the aim of the study to the students and instructed them about how to complete the survey. At other times, the instructor of the class was informed about the details of the study and was requested to take the responsibility for administering the questionnaire to the students. The students were given the API (Birenbaum,1994) (See Appendix A), and the Test Anxiety Inventory (TAI) (Büyükkarcı, 2010). (See Appendix B)

Firstly, a pilot study with 22 students was carried out. These students were given Turkish versions of the Assessment Preference Inventory (Gülbahar & Büyüköztürk, 2008), which includes 80 items and TAI. Then, seven items were excluded to make the Turkish and English versions of the inventory parallel for the analysis. There were no changes to the TAI. These tools are explained in detail under the data collection tools title.

The qualitative data were collected via semi-structured surveys with 15 students who volunteered to help. These students were chosen among the ones who already filled out the questionnaire. The semi-structured interview was chosen among the other interview types; namely, structured, unstructured and semi-structured because it perfectly fits the aim of the study. While it allows the researcher to design the questions according to the framework of the study, it also provides the students with some flexibility in their answers (Nunan, 1992). The fifteen-minute interviews were done at about the same time the quantitative data were collected, as a concurrent design requires.

3.3. Data Collection Tools

The quantitative data were collected by two questionnaires; namely, the API and the TAI. To obtain the qualitative data, a semi-structured interview was carried out with the students.

3.3.1. Assessment Preferences Inventory (API)

The API, developed by Birenbaum (1994) and adapted to Turkish by Gülbahar & Büyüköztürk (2008), was used in this study to discover the assessment preferences of the students. While foreign students used English versions, Turkish students were given the Turkish version of the inventory. The API is a five point Likert scale consisting of three main dimensions: assessment-form related dimensions, examinee's related dimensions and grading & reporting. These dimensions also have their sub-categories as stated in the table below.

Table 3. Dimensions of the API

I.	**Assessment- form Related Dimensions**
	1. Assessment Types (15 items)
	a. Classical Assessment
	b. Alternative Assessment
	2. Item Format/Task Types (13 items)
	a. Simple
	b. Complex
	3. Pre-assessment Preparation (4 items)
II.	**Examinee's Related Dimensions**
	1. Cognitive Processes (14 items)
	2. Student's Role/Responsibilities (13 items)
III.	**Grading and Reporting** (14 items)

While analyzing the results, the maximum point of preference is calculated for each sub-category by multiplying all the items of that category with 5 since it is a 5-point scale inventory. For example "pre-assessment and preparation" has four items and it can get 20 for its maximum value. The Turkish version of the study (Gülbahar & Büyüköztürk, 2008) consisted of 80 items and was used in the pilot study, which was carried out with the participation of 22 students. The data were entered into the

statistic program IBM SPSS 20 and the reliability check showed that they have a good level of reliability with Cronbach's Alpha .74. After the pilot study, the items were reduced to 73 by excluding 7 of the original items, and the main study was carried out. In the main study, the Cronbach's Alpha was .88, which shows a high level of reliability.

3.3.2. Test Anxiety Inventory

The TAI by Büyükkarcı (2010) is used to collect data about students' test anxiety levels. The TAI is a 2-point scale inventory consisting of 50 statements which the participant decides whether or not they are "true" or "false" for them. It is also a multidimensional inventory consisting of several subsections; namely, "how others will view you if you do poorly" (8 items), "your own self-image" (7 items), "your future security" (6 items), "not being prepared for the test" (6 items), "bodily reactions" (7 items), "thought disruptions" (10 items) and "general test taking anxiety" (6 items).

Table 4. Examples of TAI Items referring to main sources and expressions of test anxiety

Item No	**Item**	**Dimensions of the Inventory**
		Main Sources of Anxiety
3	*People (family, friends, etc.) are counting on me to do well.*	Concerns about how others will view you if you do poorly
2	*Getting a good score on one test does not seem to increase my confidence on other tests.*	Concerns about your own self
1	*I wish there were some way to succeed without taking tests.*	Concerns about your future security
6	*I have always dreaded courses in which the teacher has the habit of giving pop quizzes.*	Concerns about not being prepared for a test
		Expressions of Test Anxiety
5	*I do not enjoy eating before or after an important test.*	Bodily Reactions
4	*During a test, I sometimes find myself having trains of thought that have nothing to do with the test.*	Thought Disruptions
7	*It seems to me that test sessions should not be made the formal, tense situations as they are.*	General test-taking anxiety

With the help of these items, the reasons behind the students' text anxiety, if they have any, can be discovered, as well as how they react if they get nervous.

While analyzing the results, the maximum point of test anxiety is calculated for each sub-category by multiplying all the items of that category with 2 since it is a 2-point scale inventory. For example “general test-taking anxiety” has 6 items and it can get 12 for its maximum value.

3.3.3. Semi-structured Interview

Dörnyei (2007) classifies interviews into four types, namely; single or multiple sessions, structured interview, unstructured interview and semi-structured interview. In this study, the semi-structured interview was preferred because it provides the researcher with flexibility (Nunan, 1992) by allowing the researcher to both follow a path and ask questions which have deeper answers rather than ready-made choices.

In this paper, the researcher wrote questions in Turkish and English following the structure of the API to elicit answers regarding dimensions of the API. After receiving confirmation on the appropriateness of the questions and their translations from two language experts, the questions were used in the study. The interview questions were piloted with one Turkish and foreign student to check the understandability of the questions and after necessary changes were made, the semi-structured interview was completed with 15 English language preparatory class students, 5 of whom are foreign and 10 of whom are Turkish. These students were chosen among those who had already completed the API and TAI and they were all chosen on a voluntary basis.

During this process, firstly an appointment was arranged with the voluntary students. Students were asked interview questions (See Appendix C) and according to their answers extra questions were asked when necessary to get deeper answers. The interviews were recorded with the consent of the participant. It took fifteen minutes to interview each participant. After the interviews were carried out, each participant’s recording was transcribed by the researcher to get them ready for content analysis.

3.4 Data Analysis

The quantitative results were analyzed using the statistics program IBM SPSS 20. In order to clearly see the number of participants, crosstabs were used. To get results related to the research questions, the means were calculated and an Independent Samples T-Test was used. The means were used to see what the average for each item in the API and the Independent Samples T-Test was used to find out whether or not there is a significant difference according to gender and nationality since there are two groups.

The qualitative results were analyzed with content analysis and the results were gathered under the titles in parallel with the main heading of the quantitative part: “Classical Assessment Types vs Alternative Assessment Types”, “Simple Item Types vs Complex Item Types”, “Cognitive Process”, “Pre-assessment preparation”, “Preferences of students’ responsibilities”, “Grading and reporting”, “Test Anxiety”.

4. RESULTS

The quantitative and qualitative results of the study will be given in this section. Firstly, the quantitative results will be presented with the tables and explanations and then the qualitative results will be given with the students' extracts.

4.1. Quantitative results of preparatory class students' assessment preferences and test anxieties

This part will present the quantitative data of participants' assessment preferences and test anxieties of the whole group, according to gender and nationality.

4.1.1. Participants' preferences of classical assessment and alternative assessment types

In this part, the participants' preferences of classical assessment and alternative assessment types are presented in tables and analyzed. After presenting the level of the whole group's preference for assessment types, all the items under both assessment types occurring in the survey will be presented with their means ($\bar{x}$) and standard deviations (SD).

Table 5. Means for classical assessment and alternative assessment types preferences

Assessment Types	N(147)	$\bar{x}$	SD	min	max
Classical Assessment		21.46	4.32	7	35
Alternative Assessment		25.63	6.27	8	40

According to Table 5, means for both categories demonstrate that preparatory class students prefer alternative assessment types slightly more than classical assessment types ($\bar{x}$ = 21.46, $\bar{x}$ = 25.63).

Table 6. Means for items referring to classical assessment

Items for Classical Assessment		$\bar{x}$	SD
CA1	Written tests with supporting materials(notes, books)	3.22	1.22
CA2	Written tests with supporting materials, with a time limit	3.12	1.24
CA3	Written tests with supporting materials, without a time limit	3.19	1.29
CA4	Written tests without supporting materials, with a time limit	2.78	1.32
CA5	Individual oral tests(speaking tests), without supporting materials	2.95	1.37
CA6	Individual oral tests wherein the questions are given half an hour before the test, without supporting materials	2.87	1.37
CA7	Individual oral tests wherein the questions are given half an hour before the test, and answers can be prepared with supporting materials	3.31	1.41

In Table 6 above, the means ($\bar{x}$) for the items of classical assessment are given. When the means of first four items ($\bar{x}$ = 3.22, $\bar{x}$ = 3.12, $\bar{x}$ = 3.19, $\bar{x}$ = 2.78) are examined, it can be seen that students prefer to be assessed using supporting materials in a written test at a medium level. In speaking tests, it can be said that they would rather be given the questions half an hour before the test and prepare the answers with supporting materials ($\bar{x}$ = 2.87, $\bar{x}$ = 3.31). It appears that they are not so eager to take exams in general ($\bar{x}$ = 2.78, $\bar{x}$ = 2.95, $\bar{x}$ = 2.87), since the means are around 3 or even below three in three of the items.

Table 7. Means for items referring to alternative assessment

Items for Alternative Assessment		$\bar{x}$	SD
AA8	Oral tests, in the form of a group discussion where the teacher observes and assesses the contribution of each of the participants	3.36	1.29
AA9	Take-home exams	3.08	1.43
AA10	Papers/reports	3.17	1.26
AA11	Portfolio (your collected work, finished and in progress)	3.01	1.32
AA12	Individual presentations (with the help of posters, slides etc.)	3.31	1.38
AA13	Group presentations (with the help of posters, slides etc.)	3.28	1.29
AA14	Projects	3.24	1.30
AA15	Computerized tests	3.14	1.36

Table 7 shows means ($\bar{x}$) for the items of alternative assessment. Participants prefer all alternative assessment types more or less at the same level. Oral tests in the form of a group discussion ($\bar{x}$ = 3.36), presentations ($\bar{x}$ = 3.31, $\bar{x}$ = 3.28), and projects have higher means. When the means are compared to the means in classical assessment types ($\bar{x}$ = 3.22, 3.12, 3.19, 2.78, 2.95, 2.87, 3.31), it can be seen that alternative assessment types are preferred at a slightly higher level level ($\bar{x}$ = 3.36, 3.08, 3.17, 3.01, 3.31, 3.28, 3.24, 3.14), since none of the means are below 3.

4.1.2. Participants' preferences of simple and complex items

In this part, participants' preferences of simple and complex item types are presented and analyzed. After presenting the whole group's preference for item types, all the items under both headings in the survey will be presented with their means ($\bar{x}$) and standard deviations (SD).

Table 8. Means for simple items and complex items preferences

Item Types	N(147)	$\bar{x}$	SD	min	max
Simple		30.09	4.74	8	40
Complex		15.76	3.79	6	25

When the means ($\bar{x}$) are compared in Table 8, it can be seen that participants prefer to be assessed by simple items rather than complex items ($\bar{x}$ = 30.09, $\bar{x}$ = 15.76).

Table 9. Means for items referring to simple item types

Items for Simple Item Types		$\bar{x}$	SD
SI16	Fill in the blanks questions	3.67	1.18
SI17	Matching questions	3.81	1.04
SI18	True/False questions	3.91	.99
SI19	Multiple-choice questions	3.85	1.11
SI20	Open-ended questions asking for short answers	3.46	1.28
SI21	Tasks similar to the ones practiced in the lessons or in text books	3.70	1.19
SI22	Tasks related to real-life situations/events	4.08	.89
SI23	Simple tasks having only one correct answer	3.58	1.19

Means ($\bar{x}$) and standard deviations for items of alternative assessment are given in Table 9 above. Among simple item types, participants prefer to be asked simple item types at a high level ($\bar{x}$ = 3.67, 3.81, 3.91, 3.85, 3.46, 3.70, 4.08, 3.58) and they want to be assessed by tasks related to real-life situations/events ($\bar{x}$ = 4.08) more than the other types.

Table 10. Means for items referring to complex item types

Items for Complex Item Types		$\bar{x}$	SD
CI24	Concept maps	3.31	1.19
CI25	Open-ended questions asking for long answers(essays)	2.88	1.30
CI26	Performance based tasks and skills (as similar as possible to those performed by a qualified person in the profession for which you are preparing yourself)	3.67	1.15
CI27	Complex and challenging tasks having more than one possible answer	2.74	1.32
CI28	Detailed tasks, in which each stage is defined by the instructor	3.14	1.26

When the results are analyzed, it can be clearly seen in Table 10 that complex items are not highly preferred. Among these five items the most preferred is performance bases tasks and skills ($\bar{x}$ = 3.67), while open-ended questions asking for long answers ($\bar{x}$ = 2.88) and complex and challenging tasks having more than one possible answer ($\bar{x}$ = 2.74)) are the least preferred. Concept maps ($\bar{x}$ = 3.31) and detailed tasks, in which each stage is defined by the instructor ($\bar{x}$ = 3.14) are preferred at a medium level.

4.1.3. Participants' preferences of tasks requiring different levels of cognitive process

This section presents the means for the different levels of the cognitive process and for each item under these levels.

Table 11. Means for different levels of cognitive process

Item Types	N(147)	x̄	SD	min	max
Remembering		3.72	1.08	1	5
Understanding		14.37	3.1	4	20
Applying		7.14	1.8	2	10
Analyzing		24.34	5.45	7	35

When the means (x̄), minimum and maximum values are analyzed in Table 11, it can be seen that the students prefer questions requiring remembering, understanding, applying and analyzing successively. Participants prefer all of them at a high level (x̄ = 3.72, 14.37, 7.14, 24.34) .

Table 12. Means for items referring to different levels of cognitive process

Items referring to cognitive process			x̄	SD
Remembering	CP29	Knowledge questions related to the reading assignments	3.72	1.08
Understanding	CP30	Comprehension questions related to the material taught by the teacher	3.76	1.02
	CP31	Questions that require providing examples	3.68	1.15
	CP32	Questions that require comparing different concepts/ideas	3.46	1.17
	CP33	Questions that require drawing conclusions	3.46	1.22
Apply	CP34	Questions that require the application of material learnt during the course to new situations	3.76	1.07
	CP35	Questions that require problem solving	3.38	1.34
Analyzing	CP36	Simple tasks having only one correct answer	3.34	1.13
	CP37	Questions that require an overall view of the relations among all topics learnt	3.91	1.08
	CP38	Questions that require creativity and imagination	3.93	1.08
	CP39	Questions that require a personal explanation and opinion	3.49	1.28
	CP40	Questions in which you are asked to evaluate others' solutions and opinions	3.24	1.32
	CP41	Questions that require scientific research	2.93	1.29
	CP42	Questions that require analysis and interpretation	3.53	1.22

In all items referring to tasks requiring different levels of cognitive processing, the means are above 3 and close to 4, which means students prefer to be assessed by those types of questions referring to different cognitive levels except questions that require scientific research ($\bar{x}$ = 2.93). In that item, the mean is under 3, which means they are not so eager to be assessed by the questions which require scientific research when compared to the others.

4.1.4. Participants' preferences of pre-assessment preparation

This part presents the means for what students want to know about the process of pre-assessment preparation.

Table 13. Means for items referring to pre-assessment preparation

Items for Pre-assessment Preparation			
	To what extent would you like your teacher to	$\bar{x}$	SD
PA43	give, at the beginning of the course, a detailed description of how your success will be assessed.	3.97	1.14
PA44	clarify what will be on the test and how to prepare for it.	4.23	.96
PA45	give, before the test, examples of questions that are similar to those on the test.	4.29	.97
PA46	give a list of revision questions, from which s/he will choose the test questions.	3.68	1.4

In the pre-assessment phase students highly prefer to be informed about how their success will be assessed ($\bar{x}$ = 3.97) and what will be on the exam ($\bar{x}$ = 4.23). They also prefer to see similar questions to the test ($\bar{x}$ = 4.29) and see some revision questions ($\bar{x}$ = 3.68).

4.1.5. Participants' preferences for students' role and responsibilities

This part presents the means ($\bar{x}$) for roles and responsibilities students prefer to have in the assessment process. After the means are given in Table 14, the results are analyzed and interpreted.

Table 14. Means for items referring to students' role and responsibilities

Items for Students' Role And Responsibilities			
	To what extent would you like your teacher to	$\bar{x}$	SD
SRR47	allow the students to prepare the test questions.	2.89	1.51
SRR48	allow each student to prepare his or her own test questions.	2.72	2.89
SRR49	decide the assessment requirements together with students.	3.40	1.24
SRR50	have assessment conferences between him or herself and each student, to discuss the assessment and learning process.	3.70	1.18
SRR51	take into consideration your self-assessment of your progress and achievements in the course.	4.04	1.02
SRR52	allow you to choose the ways you will be assessed.	3.70	1.21
SRR53	assess the amount of interest shown by the student as part of the grade.	3.87	1.22
SRR54	assess the amount of effort invested by the student to learn as part of the grade.	3.95	1.17
SRR55	allow work on a group project.	3.72	1.19
SRR56	have one-to-one interviews with students for evaluation.	3.90	1.27
	To what extent would you want		
SRR57	to be able to choose your preferred type of assessment.	3.68	1.27
SRR58	the assessment of your achievements to be partly based on peer assessment.	3.20	1.18
SRR59	to be given the opportunity of being involved in setting demands/standards for the assessment of achievements.	3.70	1.06

Table 14 demonstrates that while students prefer to choose their assessment types and determine the standards of their assessment ($\bar{x}$ = 3.40, 3.70, 3.68, 3.70), they are not so eager to directly take part in preparing their own questions ($\bar{x}$ = 2.89, 2.72). Participants also want their interest ($\bar{x}$ = 3.87), effort ($\bar{x}$ = 3.95) and self-assessment ($\bar{x}$ = 4.04) to be taken into consideration. They prefer to be assessed by their peers ($\bar{x}$ = 3.20) at a medium level as well. In addition, they want to talk to their teacher about the assessment process ($\bar{x}$ = 3.70, 3.90). They also prefer to work in a group ($\bar{x}$ = 3.72).

4.1.6. Participants' preferences for grading and reporting

In this section, means ($\bar{x}$) for items referring to grading and reporting are given and analyzed according to the results.

Table 15. Means for items referring to grading and reporting

Items for Grading and Reporting			
	To what extent would you like your teacher to …	$\bar{x}$	SD
GR60	refer in his/her assessment not only to the final product but also the process.	3.92	1.02
GR61	assess your participation in the class discussions as part of the grade.	3.76	1.2
GR62	assess the homework and exercises as part of the grade.	3.51	1.44
GR63	publish statistical data on each of the exam questions at the end of the course.	3.38	1.3
GR64	Use a rubric while grading.	3.38	1.31
	To what extent would you want		
GR65	there to be several quizzes throughout the semester.	4.01	1.11
GR66	your achievements to be assessed by a variety of tasks of different types .	3.95	1.02
GR67	your papers to be assessed according to detailed and well-defined standards.	3.9	1.02
GR68	your papers to be read by two teachers and your mark to be an average of their assessment.	3.78	1.21
GR69	your grade to be given depending on your individual progress on the course.	3.72	1.16
GR70	your grade to be given depending on the grades of the other participants in the course.	2.74	1.49
GR71	your grade to exactly reflect your mastery of the subject matter.	3.71	1.18
GR72	to receive a profile of your achievements on the different topics studied in the course, and not only one total point.	4.15	.98
GR73	to receive a detailed feedback of a test written by you.	4.29	.9

Table 15 shows that participants prefer to have their effort during the teaching process to also be assessed ($\bar{x}$ = 3.92, 3.76, 3.51). Students also prefer to be assessed

with different assessment types ($\bar{x}$ = 4.01, 3.95, 4.15) and well-defined standards($\bar{x}$ = 3.38, 3.90) by two teachers($\bar{x}$ = 3.78). They want their grade to exactly reflect their mastery of the subject ($\bar{x}$ = 3.71) and to be given depending on their individual progress ($\bar{x}$ = 3.72), not depending on other students' grades ($\bar{x}$ = 2.74). The participants highly want to receive detailed feedback on their paper after the exam ($\bar{x}$ = 4.29).

4.1.7. Preparatory class students' Test Anxiety Levels

This section gives the means ($\bar{x}$) for the test anxiety level of the whole group, main sources of test anxiety for the whole group and expressions of test anxiety of the whole group, as well as an interpretation of the related data.

Table 16. Test anxiety level of whole group

	N(147)	$\bar{x}$	SD	min	max
Test Anxiety		79.34	9.54	50	100

Table 16 shows that this group's test anxiety level is relatively high ($\bar{x}$ = 79.34).

Table 17. Main sources of test anxiety of whole group

Main Sources of Test Anxiety	N(147)	$\bar{x}$	SD	min	max
Concerns about how others will view you if you do poorly		13.03	1.66	8	16
Concerns about your own self		11.12	1.91	7	14
Concerns about your future security		9.25	1.53	6	12
Concerns about not being prepared for a test		9.74	1.65	6	12

When the means in Table 17 are analyzed, it can be seen that the participants have concerns about future security ($\bar{x}$ = 9.25) at a medium level while they have more concerns about how others will view them if they do poorly ($\bar{x}$ = 13.03), their own self-image ($\bar{x}$ = 11.12) and not being prepared for a test($\bar{x}$ = 9.74).

Table 18. Expressions of test anxiety of whole group

Expressions of Test Anxiety	N(147)	$\bar{x}$	SD	min	max
Bodily Reactions		11.82	1.93	7	14
Thought Disruptions		15.4	2.58	10	20
General Test-taking Anxiety		9.02	1.71	6	12

When the means ($\bar{x}$) in Table 18 are analyzed, it can be seen that the participants show bodily reactions ($\bar{x}$ = 11.82) at a high level while their thought disruptions ($\bar{x}$ = 15.4) and general test anxiety (9.02), are at a medium level.

4.2. Quantitative results of participants' assessment preferences and test anxiety according to gender

4.2.1 Form Related Dimensions of Assessment

This section of the study presents t-test results for classical assessment and alternative assessment types preferences, simple and complex item preferences and relevant analysis.

Table 19. T-test results for classical assessment types preferences according to gender

Gender	N	$\bar{x}$	SD	df	t	p
Female	82	21.75	3.96	145	.902	.369
Male	65	21.10	4.74			

There is no significant difference (p = .369) in participants' classical assessment preferences according to gender ($p<0.05$). Both gender groups seem to prefer

classical assessment methods at a medium level since their means($\bar{x}$) are right between the lowest score(7) and the highest score(35) (Table 19).

Table 20. T-test results for alternative assessment types preferences according to gender

Gender	N	$\bar{x}$	SD	df	t	p
Female	82	25.92	6.42	145	.623	.534
Male	65	25.27	6.10			

There is no significant difference (p = .534) in participants' alternative assessment preferences according to gender ($p \leq 0.05$). Both gender groups seem to prefer alternative assessment methods at a slightly higher than medium level since their means($\bar{x}$) are closer to the highest score(40) than the lowest score(8) (Table 20).

Table 21. T-test results for simple item types preferences according to gender

Gender	N	$\bar{x}$	SD	df	t	p
Female	82	29.78	4.42	145	-.903	.368
Male	65	30.49	5.12			

There is no significant difference (p = .368) in participants' simple item preferences according to gender ($p \leq 0.05$). Both gender groups seem to prefer simple items at a high level since their means ($\bar{x}$) are closer to the highest score(40) than the lowest score(8) (Table 21).

Table 22. T-test results for complex item types preferences according to gender

Gender	N	$\bar{x}$	SD	df	t	p
Female	82	16.53	3.32	145	-.014	.005
Male	65	14.80	4.24			

There is a statistically significant difference (p = .005) in male and female participants' complex item preferences($p \leq 0.05$). When the means($\bar{x}$) are compared it can be seen that males prefer complex items more than females (Table 22).

Table 23. T-test results for assessment preparation preferences to gender

Gender	N	x̄	SD	df	t	p
Female	82	15.74	3.32	145	-1.858	.065
Male	65	16.73	3.09			

There is no significant difference (p = .065) in participants preferences in assessment preparation process according to gender (p≤0.05). Both gender groups seem to have high level of expectations in terms of the assessment preparation process since their means(x̄) are closer to the highest score(20) than the lowest score(4) (Table 23).

4.2.2. Examinee's Related Dimensions of Assessment

This section presents T-test results for tasks requiring cognitive processes and preferences of students' responsibilities according to gender. According to the results in tables 24 and 25, the necessary interpretation is done.

Table 24. T-test results for tasks requiring cognitive process according to gender

Gender	N	x̄	SD	df	t	p
Female	82	50.06	9.57	145	.592	.555
Male	65	49.13	9.12			

There is no significant difference (p = .555) in the choice of tasks requiring cognitive processes according to gender (p≤0.05). Both gender groups seem to prefer tasks requiring cognitive processes at a high level since their means (x̄) are closer to the highest score(70) than the lowest score(14) (Table 24) .

Table 25. T-test results for preferences of students' responsibilities according to gender

Gender	N	x̄	SD	df	t	p
Female	82	46.46	7.65	145	-.116	.908
Male	65	46.61	8.23			

There is no significant difference (p = .908) in the preferences of responsibilities that students need to take in the assessment process according to gender (p≤0.05). Both gender groups seem to take a high level of responsibilities in the assessment process since their means ($\bar{x}$) are closer to the highest score (65) than the lowest score (13) (Table 25).

4.2.3. Grading and Reporting in the Assessment

Under this heading, T-test results for preferences of test taking, grading and reporting phases according to gender are given and analyzed.

Table 26. T-test results for preferences of test taking, grading and reporting phases according to gender

Gender	N	$\bar{x}$	SD	df	t	p
Female	82	51.25	7.77	145	-1.724	.087
Male	65	53.47	7.72			

There is no significant difference (p = .087) in preferences of test taking, grading and reporting phases according to gender (p≤0.05). Both gender groups seem to take a high level of preferences of test taking, grading and reporting phases since their means($\bar{x}$) are closer to the highest score(70) than the lowest score(14) (Table 26).

4.2.4 Participants' test anxiety according to gender

This part shows T-test results for sources affecting participants' test anxiety and for expressions of test anxiety according to gender.

Table 27. T-test results for sources affecting participants' test anxiety according to gender

Sources of Test Anxiety	Gender	N	$\bar{x}$	SD	df	t	p
Concerns about how others will view you if you do poorly	Female	82	12.98	1.78	145	-.376	.708
	Male	65	13.09	1.52			

Concerns about your own self-image	Female	82	11.08	1.71	145	-256	.796
	Male	65	11.16	2.15			
Concerns about your future security	Female	82	9.25	1.63	145	-0.21	.983
	Male	65	9.26	1.40			
Concerns about not being prepared for a test	Female	82	9.73	1.70	145	-.136	.892
	Male	65	9.76	1.60			

There is no significant difference (p=.708, p=.796, p=.983, p=.892) in sources affecting participants' test anxiety according to gender under any of the dimensions of sources resulting in test anxiety (p≤0.05). Both genders have concerns about future security at a medium level ($\bar{x}$ = 9.25, 9.26) while they have more concerns about how others will view them if they do poorly ($\bar{x}$ = 12.98, 13.09), their own self-image ($\bar{x}$ = 11.08, 11.16) and not being prepared for a test ($\bar{x}$ = 9.73, 9.76) (Table 27).

Table 28. T-test results for expressions of test anxiety according to gender

Expressions of Test Anxiety	Gender	N	$\bar{x}$	SD	df	t	p
Bodily reactions	Female	82	11.98	1.92	145	1.114	.267
	Male	65	11.63	1.94			
Thought disruptions	Female	82	15.64	2.71	145	1.256	.211
	Male	65	15.10	2.39			
General test-taking anxiety	Female	82	9.14	1.79	145	.998	.320
	Male	65	8.86	1.61			

There is no significant difference (p=.267, p=.211, p=.320) in participants' expressions of test anxiety according to gender under any of the dimensions of expressions of test anxiety (p≤0.05). When looking at the means ($\bar{x}$), it can be seen that both genders show bodily reactions ($\bar{x}$ = 11.98, 11.63) at a high level while their thought disruptions ($\bar{x}$ = 15.64, 15.10) and general test anxiety ($\bar{x}$ = 9.14, 8.86), are at a medium level.

4.3. Quantitative results of participants' assessment preferences and test anxiety according to nationality

4.3.1 Form related dimensions of assessment and nationality

This part presents T-test results for classical and alternative assessment types preferences with simple and complex item types assessment preferences according to gender and relevant analysis.

Table 29. T-test results for classical assessment types preferences according to nationality

Nationality	N	X	SD	df	t	p
Turkish	108	21.55	4.26	145	.401	.689
Foreign	39	21.23	4.53			

There is no significant difference (p = .689) in participants' classical assessment preferences according to nationality (p≤0.05). Both Turkish and foreign students seem to prefer classical assessment methods at a medium level since their means($\bar{x}$) are right between the lowest score(7) and the highest score(35) (Table 29).

Table 30. T-test results for alternative assessment types preferences according to nationality

Nationality	N	$\bar{x}$	SD	df	t	p
Turkish	108	24.80	6.32	145	-2.743	.007
Foreign	39	27.94	5.57			

There is a statistically significant difference (p=.007) in participants' alternative assessment preferences according to nationality (p≤0.05). When the means ($\bar{x}$) are compared, it can be seen that foreign students seem to prefer alternative assessment methods more than Turkish students (Table 30).

Table 31. T-test results for simple item types preferences according to nationality

Nationality	N	$\bar{x}$	SD	df	t	p
Turkish	108	30.33	4.63	145	1.012	.313
Foreign	39	29.43	5.05			

There is no significant difference (p = .313) in participants' simple item preferences according to nationality ($p \leq 0.05$). Both foreign and Turkish students seem to prefer alternative assessment methods at a high level since their means($\bar{x}$) are closer to the highest score(40) than the lowest score(8) (Table 31).

Table 32. T-test results for complex item types preferences according to nationality

Nationality	N	$\bar{x}$	SD	df	t	p
Turkish	108	15.62	3.85	145	-.738	.462
Foreign	39	16.15	3.66			

There is no significant difference (p = .462) in Turkish and foreign participants' complex item preferences($p \leq 0.05$). Both Turkish and foreign students seem to prefer classical assessment methods at a medium level since their means($\bar{x}$) are right between the lowest score(5) and the highest score(25) (Table 32).

Table 33. T-test results for assessment preparation preferences to nationality

Nationality	N	$\bar{x}$	SD	df	t	p
Turkish	108	16.31	3.21	145	.813	.417
Foreign	39	15.82	3.36			

There is no significant difference (p = .417) in participants' preferences in the assessment preparation process according to nationality ($p \leq 0.05$). Both Turkish and foreign students seem to have a high level of expectations in terms of assessment preparation process since their means($\bar{x}$) are closer to the highest score(20) than the lowest score(4) (Table 33).

4.3.2. Examinee's Related Dimensions of Assessment

This section shows T-test results for tasks requiring cognitive processes and for preferences of students' responsibilities according to nationality. It includes relevant analysis according to data given in tables 34 and 35.

Table 34. T-test results for tasks requiring cognitive process according to nationality

Nationality	N	$\bar{x}$	SD	df	t	p
Turkish	108	49.82	9.48	145	.368	.714
Foreign	39	49.17	9.11			

There is no significant difference (p = .714) in the choice of tasks requiring cognitive processes according to nationality ($p \leq 0.05$). Both Turkish and foreign students seem to prefer tasks requiring cognitive processes at a high level since their means($\bar{x}$) are closer to the highest score(70) than the lowest score(14) (Table 34).

Table 35. T-test results for preferences of students' responsibilities according to nationality

Nationality	N	$\bar{x}$	SD	df	t	p
Turkish	108	47.23	7.89	145	1.805	.073
Foreign	39	44.58	7.66			

There is no significant difference (p = .073) in preferences of the responsibilities students need to take in the assessment process according to nationality ($p \leq 0.05$). Both Turkish and foreign students seem to take a high level of responsibilities in the assessment process since their means($\bar{x}$) are closer to the highest score(65) than the lowest score(13) (Table 35).

4.3.3. Grading and Reporting in the Assessment

This part presents the T-test results for preferences of test taking, grading and reporting phases according to nationality and the related analysis.

Table 36. T-test results for preferences of test taking, grading and reporting phases according to nationality

Nationality	N	x̄	SD	df	t	p
Turkish	108	53.07	7.53	145	2.188	.030
Foreign	39	49.92	8.18			

There is a statistically significant difference (p = .030) in participants' preferences of test taking, grading and reporting phases according to nationality ($p \leq 0.05$). Turkish students have a higher level of preferences related to test taking, grading and reporting phases than foreign students while both Turkish and foreign students seem to have a high level of preferences for test taking, grading and reporting phases since their means(x̄) are closer to the highest score(70) than the lowest score(14) (Table 36).

4.3.4. Participants' test anxiety according to nationality

This heading presents T-test results for sources affecting participants' test anxiety and for participants' expressions of test anxiety according to nationality.

Table 37. T-test results for sources affecting participants' test anxiety according to nationality

Sources of Test Anxiety	Nationality	N	x̄	SD	df	t	p
Concerns about how others will view you if you do poorly	Turkish	108	13.09	1.63	145	.707	.481
	Foreign	39	12.87	1.76			
Concerns about your own self-image	Turkish	108	11.17	1.93	145	.566	.572
	Foreign	39	10.97	1.87			
Concerns about your future security	Turkish	108	9.26	1.55	145	.132	.896
	Foreign	39	9.23	1.49			
Concerns about not being prepared for a	Turkish	108	9.67	1.67	145	-.882	.379
	Foreign	39	9.94	1.60			

test

There is no significant difference (p=.481, p=.572, p=.896, p=.379) in sources affecting participants' test anxiety under any of the dimensions presented in the table according to nationality (p≤0.05). Both Turkish and foreign students have concerns about future security ($\bar{x}$ = 9.26, 9.23) at a medium level while they have more concerns about how others will view them if they do poorly ($\bar{x}$ = 13.09, 12.87), their own self-image ($\bar{x}$ = 11.17, 10.97) and not being prepared for a test ($\bar{x}$ = 9.67, 9.94) (Table 37).

Table 38. T-test results for participants' expressions of test anxiety according to nationality

Expressions of Test Anxiety	Nationality	N	$\bar{x}$	SD	df	t	p
Bodily reactions	Turkish	108	11.75	1.97	145	-.834	.406
	Foreign	39	12.05	1.82			
Thought disruptions	Turkish	108	15.46	2.58	145	.426	.671
	Foreign	39	15.25	2.62			
General test-taking anxiety	Turkish	108	8.81	1.68	145	-2.456	.015
	Foreign	39	9.58	1.69			

There is no significant difference (p=.406, p=.671) in participants' expressions of test anxiety under the bodily reactions and thought disruptions dimensions according to nationality (p≤0.05). When looking at the means ($\bar{x}$), it can be seen that both Turkish and foreign students show bodily reactions ($\bar{x}$ = 11.75, 12.05) at a high level while their thought disruptions ($\bar{x}$ = 15.46, 15.25) are at a medium level. However, there is a significant difference (p=.015) in the general test-taking anxiety dimension according to nationality. Although both Turkish and foreign students have general test-taking anxiety ($\bar{x}$ = 8.81, 9.58) at a low level, Turkish students seem to have less general test-taking anxiety than foreign students (Table 38).

4.4. Qualitative Results

In this section, interview results which were analyzed with content analysis will be reported. Participants were asked questions about their assessment types and test anxiety, so the results are two-folded. Therefore, results will be given in two sections.

4.4.1 Assessment Preferences

4.4.1.1 Classical Assessment Types vs Alternative Assessment Types

To find out which assessment types preparatory class students prefer, they were asked the following question: "What kind of assessment types would you prefer to be used in the assessment of your achievement? Written, oral, group work, presentation, homework, etc.?" Their answers show that they think that if there is to be an exam, at least it should provide a holistic assessment of a student; it should not be assessing one aspect of learning at a time:

FS13: A combination of something like exams, tests like writing tests, presentations, group involvement, participation, and the most important thing, your attendance and how much you concentrate in your classes.
TS5: Personally, I prefer presentations and homework. You get ready for them and try to do your best. Therefore, the results are better. Classical ones should be there, too but need to be supported by these.
TS6: I think it cannot be dependent on only one thing. But, I generally like group work more, because you gather with your friends and work together. It should not be only group work, though.

In spite of the fact that they are not so eager to be formally assessed in general, it has been found that participants prefer alternative assessment slightly more than classical assessment types if they need to choose. When interview results are analyzed, it has been observed that most of the students prefer to be assessed by alternative assessment and accordingly named at least one of the items of alternative assessment; mostly group work, presentations and homework. In accordance with the

quantitative results, female and male participants' answers on the question were mostly parallel. However, there was an obvious difference between foreign and Turkish students' answers. In line with the quantitative results, almost all foreign students claimed that they prefer to be tested by alternative assessment and did not refer to any items of classical assessment types, while most of the Turkish students preferred a combination of classical and alternative assessment types. A few Turkish students claimed that they prefer only classical assessment types.

Quantitative results also showed that there is a significant difference in assessment type preferences according to nationality. Obviously, foreign students are more eager to be assessed by alternative assessment types. When interview results are analyzed, it can be seen that this is mainly because they are used to these kinds of assessment. The majority said they especially gave presentations during high school in their own countries, when they explain their assessment system:

FS13: … practical labs, presentations, plus the major part is class participation.
FS14: Speaking is tested in the presentation and what happened in the class.

However, it is interesting that many of the participants did not refer to alternative assessment while answering these three questions, especially Turkish students. It may be because students are so used to taking classical assessment types that they immediately associated anxiety with classical assessment and gave the answers accordingly when they were asked about their anxiety. When the participants' answered the question "Do you think that anxiety has an effect on your success?", they mostly implied that classical types do, saying that "when I take the exam", "with the time limit", "during the exam", "in the speaking exam". As it can be seen, test anxiety is closely associated with classical assessment types in students' minds. But when they are given options to choose they are more eager to choose alternative assessment as it is seen in the results of the API survey.

4.4.1.2 Simple Item Types vs Complex Item Types

To understand which item type they prefer most, students were asked: "What kind of questions would you like to see in an exam?" The results of the qualitative data show

that preparatory class students mostly choose to be assessed by simple item types, mostly by fill in the blanks and multiple choice questions rather than complex items. However it has been found that participants do not totally exclude complex items. They believe that being assessed by only simple items does not provide a realistic judgement of a student's success:

TS8: I think all question types should be used. Success cannot be measured by one-sidedness.
FS14: You must use them all, but not so many complex. Maybe just one to see who the best of all students is.

While the results do not suggest any difference between Turkish and foreign students, it can be seen that there is a difference between males and females in preference of complex items:

(Male) TS4: Multiple choice questions ask for a clear correct answer, but I like questions in which I have a chance to reason more. For example, I believe in myself in writing essays.
(Male) TS7: Instead of a simple question I would prefer complex ones. If it is an exam, it should be challenging.

While female participants generally want simpler items or a combination of both simple and complex items, male students want either a combination of both simple and complex items or want to be assessed by only complex items.

4.4.1.3 Cognitive Process

In the API, there are items for skills requiring cognitive processing, namely remembering, understanding, analyzing and applying. It is aimed at discovering which ones of these are more preferable by examining participants' answers to the questions of "What kind of questions would you like to see in an exam?", which is the question asked to learn about their preference of question types. Question types requiring remembering and understanding were mentioned by preparatory class students more than the ones which need applying and analyzing. A significant

number of the students want questions from all cognitive levels to be included in an exam only with the condition that lower level questions outweigh higher level questions in number. Even though foreign students mention higher level question types slightly more, there is no noticeable difference between male-female and Turkish-foreign students' answers.

4.4.1.4 Pre-assessment preparation

To learn what kind of information preparatory class students want to receive before their exam, this question was asked. "What kind of details do you want to know before an exam?" Almost all of the participants stated that they want to be informed about the details of an exam; all the students interviewed named some details that they would like to know before an exam. These are mainly topics to be included in the exam, question types, assessment process, duration, scoring, how the test is going to be administered and test structure, successively. The results show a high level of preference for being informed about the pre-exam details. While the first four items were often mentioned by the students, administration of the test and test structure were not referred often. The former was said by only two Turkish students and the latter was mentioned by only one foreign student:

TS10: Firstly duration… another important thing is question types.
TS1: What the exam covers, question types, and the most important one is duration.
FS11: If it's a vocabulary quiz, I would like to know which words are included… I also want to know about how they grade…

Students want to be informed about the details of an exam at a high level. They especially give importance to details such as question types, assessment process, duration and scoring.

4.4.1.5 Preferences of students' responsibilities

To learn whether preparatory class students are willing to take on responsibilities in the assessment process, they are asked the question "Would you like to take responsibilities in your own assessment process? In preparing the exam or during

grading?" The content analysis results showed that many students highly prefer to take roles and responsibilities before, after and during the exam except being allowed to prepare test questions and their own test questions. They think that would be unfair if they prepare questions for their class or for their own test, they also believe that this is against the nature of the test itself.

S13: I don't want to prepare questions. It is the teachers' responsibility and if I take part it wouldn't be fair at all.
TS3: I wouldn't like to be preparing questions, but would definitely join the grading part.

In line with the quantitative results, they also want to choose the way that they will be assessed and the question types. They also want interest shown and effort invested by the student in class to be assessed as part of the grade. There were also some students who stated that they would like to be given the opportunity to be involved in setting demands/standards for the assessment of achievements.

4.4.1.6 Grading and reporting

To learn what students prefer for grading and reporting, the question asked is as follows: "What kind of details do you want to learn after an exam?" Their answers show that students generally prefer that their effort and participation during the teaching process also be assessed. They also prefer to be assessed with different assessment types and their papers to be assessed according to detailed and well-defined standards. However, when the answers to that question are analyzed, it can be seen that the point each student talked about without exception is receiving detailed feedback on their paper after the exam:

TS8: I want to look at my paper in detail. Where did I make mistakes? I want to know what I did well and what was bad.
F15: The grade is not important for me, but I want to see my paper to learn from my mistakes and not to make them again.
TS2: I would like to see my paper, especially my mistakes, to do better in other exams.

As it can be clearly seen, students give great importance to learning from their mistakes and not repeating them.

4.4.2. Test Anxiety

Participants were asked three main questions to elicit the data related to test anxiety. The first question was asked with the purpose of learning their general idea about the assessment process. The question is as follows: What comes to your mind when I say assessment? Most of them associated assessment with tests and tests with anxiety, but in spite of this fact, the majority thinks that assessment is necessary in the teaching process. These are some sentences from student interviews supporting the above fact:

FS12: "…Sometimes many students are under pressure and stress and can't think properly…" "… but it is the most conventional way to check the students' success right now. There is not any assignment that can check the students like a test right now…"
TS4: "…I generally get nervous…" "We have to love them because they are necessary to grade performances…"
TS3: " To me, exams are really necessary. Without exams, students will have no aim, nothing to study." "…I get anxious especially when I know the answer…"

Secondly, the question of "What makes you nervous before exams and assignments?" was asked to learn what their sources of test anxiety are. In line with quantitative results, while they were talking about what makes them nervous they mainly referred to their concerns about their own self-image and then how others will view them if they do poorly. After that comes not being prepared for a test and the last and least mentioned is concerns for future security.

TS3: "… I am afraid that I cannot succeed…"
TS4: "… It is the fear of not being successful…"
TS9: "… Am I gonna pass, or not?" "…I think of the expectations of my family…"

FS14: “If you repeat the same thing (preparatory class), no, I cannot accept that…” “…and family, I don’t want to be the stupid one in the family. All my brothers are doctors…”

Finally, the participants were asked the question: “How do you react psychologically and physically when you get anxious before or during an exam? While most of them said they show bodily reactions, almost half of them said that they suffered from thought disruptions and general test taking anxiety.

TS1: “…I sweat a lot. I remember that I wetted my exam paper…”
TS10: “…I shake, especially my hands and legs…”
FS13: “…I go to the bathroom too much…” “… I cannot think properly, sometimes I forget what I know…”

Among expressions of test anxiety, bodily reactions such as sweating and shaking are more common than thought disruptions and general test taking anxiety.

4.4.3. Results showing relationships between participants test anxieties and assessment preferences

To find out the relationship between participants’ assessment preferences and test anxieties, some questions were included in the interview for each subcategory of API inventory. They will be discussed in the following section.

4.4.3.1. Classical Assessment Types vs Alternative Assessment Types

To determine the relationship between students’ test anxiety and their preference of assessment types, they were asked three questions: Do you think that anxiety has an effect on your success?, In which exam type do you think you are less successful but more nervous?, In which exam type do you think you are less nervous but more successful? Interestingly, in the answers of these questions, there are few students who referred to alternative assessment. While only one of them is Turkish, there were more foreign students who think that they are more successful in alternative assessment types:

TS2: I think I am less nervous in group work. It is more fun and your anxiety gets lower when you do the things together.
FS12: I am more successful in oral exams and presentations, because they are closer to real life.
FS14: I like speaking and presentations. I find them easy because that's the way everyone communicates, right?

Most of the students believe that test anxiety has a negative or positive effect on their success. The negative effects mostly outweigh the positive ones. Three examples are as follows:

TS1: It has an effect. It depends on the importance of the exam. For example, I need to pass the final exam and proficiency test because it will shape my life. That makes me stressed a lot.
TS3: I sometimes cannot answer the easiest questions in an exam, and at that time I get more nervous and it affects my performance on the other questions.
FS14: Yes, it affects me negatively. I start to get stressed before the exam. When I touch the paper, I feel less stressed but not all the stress goes away. There is a fear of making mistakes and failure.

Mostly students think that test anxiety negatively affects their performance by giving several reasons.

4.4.3.2. Simple Items vs Complex Items and Cognitive Process

To obtain data for the relationship between test anxiety and question types, the question asked is as follows: "Do question types in an exam affect your test anxiety?" While few students said they do not get nervous because of questions as long as they study, almost half of the participants stated that it is not the questions nor the cognitive load of the questions that makes them anxious, but the fact that it is a test. The participants who get nervous because of question types mostly said that multiple choice questions followed by a reading text are the cause of their anxiety. They mainly stated that this is because it is hard to understand the text in a limited time and to find the answers by eliminating the strong distractors.

4.4.3.3. Pre-assessment preparation

When the students were asked how knowing the details of a test affects their test anxiety, they all answered on the positive side.

FS13: It will make me feel better, familiar to the exam. OK. I am going to take a test where I know there are many multiple choice questions and subjective questions to be asked. I will be prepared. I will manage my time accordingly.
TS7: When I know the details, it reduces stress, because I know what I will face.
TS4: Taking an exam when you know the details feels like you come across someone that you know, not a foreigner. You feel more relaxed.

As students' answers show, students think that being informed about the exam makes them feel good and more relaxed.

4.4.3.4. Preferences of students' responsibilities

When the students are asked how playing a role in the assessment process affects their test anxiety, almost all of their answers were on the positive side. Especially, being able to choose the question types attracted them the most and they stated that they would be more relaxed if they had an opportunity to choose the question types themselves.

4.4.3.5. Grading and reporting

When participants were asked about how learning the details of how they performed after an exam affects their test anxiety, their answers were mostly positive. They generally think that since they can see their mistakes, they will not repeat them and get better scores:

S13: It will help me. If in multiple choice questions I get an answer wrong and if again a similar type of question comes up, it will click in my head. Yeah, the teacher told me that's wrong. It would be this one. It will make me feel less stressed.
TS4: It reduces stress. You know how you are graded and what you need to do next time.

However there were also some foreign students who think that the effect depends on your grade:

FS11: It affects other exams. If you don't get a good grade, it may affect your motivation to study. I think it has a negative effect.
FS14: It depends on your exam. If it's good that's OK, but if it is not good, you feel like you wasted your time and did not get anything.

As it can be seen, they think that if their grade is not satisfying, it can have a negative impact on their performance next time when they need to take exams.

5. DISCUSSION

As clearly stated in the introduction part of the thesis, in this study five research questions will be answered in the light of the quantitative and qualitative results. These questions are as follows:

1. What are language learners' assessment preferences and test anxieties?
2. What is the relationship between language learners' assessment preferences and test anxieties?
3. Is there a significant difference between male and female language learners' assessment preferences and test anxieties?
4. Is there a significant difference in foreign and Turkish language learners' assessment preferences and test anxieties?
5. What are the underlying reasons for the difference (if any) in foreign and Turkish language learners' assessment preferences and test anxieties?

As it is stated, in the discussion section, the quantitative and qualitative results will be synthesized, and what they mean to literature and practical use will be presented by answering the research questions.

Research Question 1: What are language learners' assessment preferences and test anxieties?

The data collected by three means shows that students accept the fact that assessment is necessary, but they are not so willing to be included in exams. They prefer to be assessed with a more holistic method, not only with one exam or at one time. However, if there has to be an exam, students prefer alternative assessment types, mostly group work, presentations and homework, slightly more than classical assessment types. This is mainly because classical assessment types cause stress and a tense atmosphere, while they find alternative assessment types more helpful and relaxing. Related to that, in the quantitative part of the study one of the important results in their preference of classical assessment is that students prefer exam types without a time limit but with supporting materials. In the study by Ben-Chaim & Zoller (1997), they also report that students prefer written, unlimited time

examinations and those in which the use of supporting material is permitted. Time limits are seen to be stressful and to result in pressure. In this study participants expressed that they find answering questions in a limited time stressful, too. This may be one of the other reasons why they prefer alternative assessment types more. Students also want their participation, attendance and interest to be a part of their assessment.

In practice, it may be recommended to teachers to keep classical assessment types while assessing the students, but also to include alternative assessment types, mainly group work, presentations and homework if they want to decrease students' anxiety level. Teachers should be reminded that classical assessment types with a time limit are the main causes of student anxiety, while alternative assessment types could play an important role in decreasing student anxiety. According to the results, it may also be advised that teachers take into consideration participation, attendance and interest as a part of their assessment.

When the answers were analyzed, as it is in the studies of Birenbaum & Feldman (1998), Traub & McRury (1990), it has also been found that participants mostly prefer to be assessed by simpler items, mostly fill in the blanks and multiple choice questions, rather than by complex items, but they do not totally exclude complex items. They believe that being assessed by only simple items does not provide a realistic judgement of a student's success. Therefore, they want to be assessed by a combination of simple and complex items. Students find complex questions like open-ended speaking or writing questions difficult. Some participants who get nervous because of question types claimed that especially multiple choice questions about a reading text cause anxiety. They mainly stated that this is because it is hard to understand the text in a limited time and find the answers by eliminating other strong distractors. They also get anxious. Thus, it can be said anxiety is one of the reasons students prefer simpler items. Another reason might be that students are used to simple items more since seventy percent of the items in their exams at the preparatory school are simple items, mainly fill in the blanks and multiple choice questions.

When the results and students' opinions about question types are taken into consideration, teachers in preparatory classes should remember that complex items increase students' test anxiety and those students prefer to be asked simple items more than complex ones. Traub and McRury (1990), also showed that students have more positive attitudes towards multiple choice tests in comparison to open ended tests because they think that these tests are easier to prepare for, easier to take, and will bring in relatively higher scores. However, the same students accept the fact that it is an exam and questions requiring higher skills should also be asked as long as they remain the minority. Students also think this way because they are used to simple item types more than complex ones. If teachers want to use complex items in an exam, they need to practice these types in class to decrease students' anxiety level.

In light of the qualitative and quantitative data, it can also be claimed that question types requiring remembering and understanding were preferred by preparatory class students more than the ones which need applying and especially analyzing. When most students state their preferences, they also said that they want questions from all cognitive levels to be included in an exam only under the condition that lower level questions outweigh higher level questions in number. Even though foreign students prefer higher level question types slightly more, there is no noticeable difference between male-female and Turkish-foreign students' answers.

This may be because they are not used to question types requiring analyzing. In their tests, they see fill-in-the-blank (remembering, understanding), multiple choice (understanding) and essay writing questions (applying), and they make their choice out of these options. Since they have not practiced any analytical questions, it is not one of the question types that come to their mind at the first stage. Also they find lower level questions easier and therefore less stressful.

In line with the quantitative results, almost all of the participants stated that they are willing to be informed about the details of an exam; all the students interviewed listed the names of some details which are important for them to know. These are mainly the content of the exam, question types, assessment process, duration, scoring, how the test is going to be administered and test structure, successively.

There is a high level of preference for being informed about the pre-exam details. While the first four items were the most significant for the students, the administration of the test and test structure were not referred to much. Students said that when they know what it is coming, they feel more comfortable and know what to do before or during an exam. In line with the results of the present study, Bal (2012) also found that undergraduate students wanted to be informed about the exam before the assessment stage.

These results offer teachers a treasure to help relieve students before an exam. Almost all participants taking the inventory and joining the interview are eager to know about the exam. Teachers should be sensitive to this, if they are willing to help students feel more comfortable during exams. First of all, teachers should make sure that they tell students what exactly the exam will cover and what kind of question types will be on the exam. It is the teachers' responsibility to familiarize their students with the exams' question types. They also should give details about how exam papers will be graded, especially when the questions are subjective, to clear any question marks from students' minds. One other important factor is the duration of the exam. Telling students how long the test will last will give them a chance to arrange themselves. Students also want to be informed about the scoring and administration of the test, as well as the test structure. All of these suggestions will help students who get nervous before a test.

When it comes to the preferences for students' role and responsibilities, students highly prefer to take roles and responsibilities before, after and during the exam, except being allowed to prepare test questions and their own test questions. They think it is against the concept of assessment and seems unfair. In line with quantitative results, they also want to take roles in choosing the way that they will be assessed and the question types. They also demand that the interest shown and the effort invested by the student be assessed as part of the grade. Some of the students asked to be given the opportunity to be involved in setting demands/standards for the assessment of achievements. In light of this, it can be said that assessments are good opportunities to include students in the teaching and learning process.

In practice, according to what participants stated, it can be said that an exam should stay as an exam. No student involvement should be allowed in preparing any kind of question, but students could be allowed to suggest question types so that they feel comfortable with the exam. If questions types meet the requirements of the subject taught in the class, these questions offered by students could be added to exams to both involve them in the assessing process and to reduce their test anxiety.

In both the qualitative and quantitative sections of the study, participants generally claimed that not only do they prefer that their effort and participation during the teaching process be assessed, but also that they prefer to be assessed with different assessment types and that their papers be assessed according to detailed and well-defined standards. However, when the answers to that question are analyzed, it can be seen that the point each student talked about without exception is receiving detailed feedback on their paper after the exam. Students give the highest importance to this so that they can learn from their mistakes and not repeat them again. Gibbs & Simpson (2004) also emphasized the importance of feedback, saying that students should be supported by feedback so that they can build on their mistakes and improve their learning process.

As can be seen, students state that they want to know the details about the grading process. Therefore, if it is a subjective exam, teachers can share the rubric that they will use to grade the student. If it is objective, the teacher can show the answer key to them after the exam so that students know on what teachers are basing their grades. Students also say that their effort should be a part of their grade. To meet that wish, a simple rubric can be prepared by the teacher and students' participation can be graded accordingly and given a percentage out of the total grade. However, the most important thing here is to show students' their exam papers afterwards, focusing on the mistakes. Seeing their mistakes teaches students and makes them feel relaxed.

When the subject is test anxiety, the data show that participants have a high level of anxiety, but in spite of this fact the majority thinks that assessment is necessary in the teaching process. It has also been found that the sources of their test anxiety are their concerns about their own self-image and then others' view when they do poorly. After that, the next source of anxiety is not being prepared for a test and the last and

least mentioned is concerns for future security. Finally, the results clearly showed that most students have bodily reactions and almost half of them said that they experience thought disruptions and general test taking anxiety.

Research Question 2: What is the relationship between language learners' assessment preferences and test anxieties?

Although students admit that assessment is necessary in the teaching process, they have high levels of test anxiety in general before or during exams. Therefore, while preparing or administering tests, test anxiety should not be ignored if teachers are hoping to see students' actual performance. The study by Birenbaum & Feldman (1998) also shows that test anxiety has an effect on students' assessment preferences and indirectly on their performance. Thus, test anxiety is an inseparable component of the assessment process and reducing it to a certain extent will help to eliminate the barrier in front of preparatory class students' success.

As the source of their anxiety, students mainly pointed to their own self-image and others' view about their success. After that, the next source is not being prepared for a test and the least mentioned is concerns for future security. As it is suggested in the study by Büyükkarcı (2010), the reasons for future security being the least mentioned source of test anxiety may be the fact that these students might not see the tests at a preparatory school for a university as threatening because they are not life changing exams. Or, as it is mentioned earlier, most of these students come from families that have a good financial situation. That may be another reason these students do not have concerns for future security.

When it comes to showing test anxiety, students mostly referred to bodily reactions. Sweating and shaking were frequently mentioned by the participants and half of them talked about thought disruptions and general test anxiety. Results also showed that although students are not so eager to take tests, they find alternative assessment types more attractive and they think that classical assessment types cause anxiety. They especially dislike classical assessment types with a time limit and without supporting materials. This may be one of the reasons why they go for alternative

assessment types because alternative assessment types such as homework, group work, presentations, etc., give them preparation time and are open to the use of extra resources.

Quantitative results also showed that students prefer simple item types such as fill-in-the-blank or multiple choice questions rather than complex ones. However, when they were asked about how question types affect their test anxiety in the qualitative part of the study, the answers showed that it is not the questions particularly, but the exam itself that makes them nervous. The students feeling test anxiety before or during the tests generally said that multiple choice questions followed by a reading are the question types that cause anxiety, but the reason that they stated again was the time limit. Besides that, although they claimed that the question types asked are not the main source of test anxiety, they want to take roles in the assessment process and choose their question types. They think that it will make them feel better and reduce their anxiety. Another conclusion drawn from the results was the fact that students want to know details about the exam such as content, time, points, etc., since knowing them reduces their stress. They think that knowing the details of an exam feels like meeting someone you know.

Finally results showed that they want to see their grades and papers because they generally think that if they can see their mistakes, they will not repeat them and get better scores. This again will make them feel better before upcoming exams.

Research Question 3: Is there a significant difference between male and female language learners' assessment preferences and test anxieties?

In the study there is not any statistical difference between males and females except for question items. In accordance with quantitative results, the interview results show that males prefer complex items more than females. While female participants generally want simpler items or a combination of both simple and complex items, male students want either a combination of both simple and complex items or want to be assessed by only complex items. However, in contrast to the study, Gellman & Berkowitz (1993) in a range of studies found some consistent conclusions suggesting

that, if gender differences are found, female students prefer essay formats, and male students show a slight preference for multiple choice formats.

Research Question 4: Is there a significant difference in foreign and Turkish language learners' assessment preferences and test anxieties?

There is a significant difference between foreign and Turkish students in general test anxiety, assessment types and grading & reporting preferences. Both quantitative and qualitative results show that there is a significant difference in the general test-taking anxiety dimension according to nationality. Although both Turkish and foreign students have general test-taking anxiety at a low level, Turkish students seem to have less general test-taking anxiety than foreign students. Since students accept that tests are necessary, it is normal that they have low general test taking anxiety. The reason why Turkish students have a lower anxiety level in this dimension may be because of the fact that they are more used to the system than foreign students, since foreign students mentioned the difference in assessment systems between Turkey and their own countries.

Quantitative results also showed that there is a significant difference in assessment type preferences according to nationality. Obviously, foreign students are more eager to be assessed by alternative assessment types and when the interview results are analyzed it can be seen that this is mainly because they are used to this kind of assessment. When they explain their assessment system, the majority said they especially had presentations during high school in their own countries. If it is a multicultural class, teachers should keep in mind that foreign students want to be assessed by alternative assessment types more than Turkish students. In parallel with this, in a study conducted with Chinese, Indian and European postgraduate students, it was found that students from all ethnic groups participating in the study mostly prefer group assignments and oral presentations are preferred to exams (Selvarajah, Pio & Meyer, 2006).

However, it is interesting that many of the participants did not refer to alternative assessment while answering the questions related to test anxiety, especially Turkish

students. It may be because students are so used to taking classical assessment types that they immediately associate anxiety with classical assessment and gave the answers accordingly when they were asked about their anxiety. When the participants answered the question "Do you think that anxiety has an effect on your success?", they mostly referred to classical types, saying "when I take the exam", "with the time limit", "during the exam", "in the speaking exam". As it can be seen, test anxiety is closely associated with classical assessment types in students' minds, but when they are given options, they are more eager to choose alternative assessment as is seen in the results of API survey.

The other difference according to nationality is in participants' preferences for test taking, grading and reporting phases. Turkish students have higher levels of preference related to grading and reporting phases than foreign students, while both Turkish and foreign students seem to have a high level of preference for the grading and reporting phases according to API results. However, when participants were asked about how learning the details after an exam affects their test anxiety, their answers were mostly positive. They generally think that since they can see their mistakes, they will not repeat them and will therefore get better scores. However, there were also some foreign students who think that the effect depends on your grade. They say that if their grade is not satisfying, that can have a negative impact on their performance next time.

Research Question 5: What are the underlying reasons for the difference (if any) in foreign and Turkish language learners' assessment preferences and test anxieties?

The cause of the differences in assessment preferences between Turkish and foreign students is thought to mainly result from not being used to the system in Turkey and having some different practices in their own country. This conclusion especially stands out in the difference in assessment type preferences. Quantitative results showed that foreign students prefer alternative assessment types more, and qualitative results also supported this fact, explaining that they had more alternative assessment types such as presentations and group work in their education system

back in their country. Also the difference in their general test-taking anxiety fosters this conclusion. Since foreign students are not used to the system in Turkey, it is normal that they may have more general test-taking anxiety when compared to Turkish students, who have been in the Turkish education system for years. When teaching multicultural classes, it is highly important for teachers to remember that foreign students come from other countries and need time and guidance to adjust to the system.

2. CONCLUSION

It is well-known to institutions and teachers that individual differences play a significant role in the teaching and learning process. In these circumstances, it would be unrealistic to expect that it would be different for the assessment process, which is an inseparable component of teaching. If every student is individually different, it is natural that they have different expectations, thoughts and feelings about assessment. Therefore, this study, carried out with English preparatory class students at the university level, is aimed at finding their assessment preferences and test anxieties and whether there is a relationship between these two or not. It is also aimed at determining whether or not there is a significant difference between genders and nationalities in terms of assessment preferences and test anxiety, and to learn the reasons behind these differences, if there are any. To fulfill these aims, both quantitative and qualitative data were collected from the participants. In light of the data found, the following conclusions were reached.

When looking at what English preparatory class students prefer for their assessment, it has been found that participants prefer alternative assessment types, especially group work, presentations and homework, to classical assessment types since they think that alternative assessment types cause less anxiety. For the same reason, exams without a time limit are favored among the students. Another result shows that students prefer simple items, such as multiple choice and fill in the blanks, and question types at a lower cognitive level, like remembering and understanding. However, they accept the nature of the exam and therefore they do not want complex items to be completely excluded from tests, but they prefer that simple items dominate an exam.

Participants also claimed that knowing some important details about an exam, such as the content, question types, assessment, duration and scoring, helps them to feel more comfortable before they take the exam. When it comes to taking roles and responsibilities in the assessment process, English preparatory class students want their participation, attendance and effort to be included in evaluation, but they would prefer not to prepare their own questions for their own exam as they find it unfair and against the nature of assessment. Another important finding is that students strongly

desire to see their paper after they take an exam to learn from their mistakes and to not repeat them later. They also want to know some details about how grading is carried out by teachers. They demand that grading be done based on well-defined criteria.

The data demonstrated that there is also a strong relationship between English preparatory class students' assessment preferences and test anxieties. When students gave reasons for their assessment preferences, they mostly referred to test anxiety. The results showed that mainly how other people will view them and their fear of damaging their self-image cause their anxiety more than their concern for future security. Students also said that test anxiety, caused by different reasons, is mainly expressed by bodily reactions such as sweating and shaking and thought disruptions.

While investigating whether there is a significant difference between male and female students' assessment preferences and test anxieties, it has been found that there are not any significant differences between the two variables except for question type preferences. While male students prefer to be assessed with complex items more than females, females prefer simpler items.

As for the difference between foreign and Turkish students' assessment preferences and test anxieties, three different aspects of the present study could be referred to: general test anxiety, assessment type and grading & reporting preferences. Firstly, Turkish participants are found to have less general test-taking anxiety when compared to foreign students, most probably due to the fact that they are more used to the assessment system in Turkey. This clearly shows the importance of familiarizing students with the assessment process and question types. Secondly, the other difference between the nationalities shows that Turkish students have higher grading and reporting preferences than foreign students. The third and last difference between Turkish and foreign students is their assessment type preferences. It has been found that foreign students prefer alternative assessment types more than Turkish students.

These differences are mainly caused by the fact that student groups from different nationalities have different education and assessment systems in their own countries.

Thus, being welcomed by a good teaching and assessment system orientation is highly significant for the foreign students enrolled in a school.

In parallel with some other studies in literature (Birenbaum, 1997; Salehi & Marefat, 2014), this study asks teachers to be aware that individuals and different groups made up of individuals may have different assessment preferences and test anxieties, which require investigating. This study also suggests that students' assessment preferences and test anxieties are highly related and they prefer assessment types that reduce their stress and anxiety, which may increase their performance. That's why it is important to adapt the assessment to the examinee's affect to reliably interpret their scores in a test.

To reach more anxiety-free assessment scores, students may be asked to choose their own preferred assessment type among a variety. Because of the facts presented above, it is highly suggested that students' assessment type, question type, test-taking, grading and reporting preferences be integrated into the teaching process in order to reduce students' test anxiety and to give students the chance to perform better and to limit the effect of anxiety.

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APPENDICES

Appendix A: Assessment Preferences Inventory

Her bir maddeyi okuyunuz ve değerlendirme sisteminizin hangi dereceye kadar aşağıdaki maddeler üzerine kurulu olmasını istediğinizi belirtiniz. Lütfen anketi yaparken herkesin değerlendirme tercihlerinin farklı olduğunu, ankette doğru veya yanlış cevap olmadığını aklınızdan çıkarmayınız. Bu yüzden her bir maddeyi okuyun ve size ne dereceye kadar uyduğunu işaretleyin. Size en yakın gelen seçeneğin altına işaret (✓)koyunuz. 1 not at all 2 to a small extent 3 to some extent 4 to a certain extent 5 to a great extent		1 not at all	2 to a small extent	3 to some extent	4 to a certain extent	5 to a great extent
TO WHAT EXTENT WOULD YOU WANT YOUR ACHIEVEMENTS IN THE COURSE BE ASSESSED BY EACH OF THE FOLLOWING METHODS?						
1	Written tests with supporting materials(notes, books)					
2	Written tests with supporting materials, with a time limit					
3	Written tests with supporting materials, without a time limit					
4	Written tests without supporting materials, with a time limit					
5	Individual oral tests(speaking tests), without supporting materials					
6	Individual oral tests wherein the questions are given half an hour before the test, without supporting materials					
7	Individual oral tests wherein the questions are given half an hour before the test, and answers can be prepared with supporting materials					
8	Oral tests, in the form of a group discussion where the teacher observes and assesses the contribution of each of the participants					
9	Take-home exams					
10	Papers/reports					
11	Portfolio (your collected work, finished and in progress)					
12	Individual presentations (with the help of posters, slides etc.)					
13	Group presentations (with the help of posters, slides etc.)					
14	Projects					
15	Computerized tests					
16	Fill in the blanks questions					
17	Matching questions					
18	True/False questions					
19	Multiple-choice questions					
20	Open-ended questions asking for short answers					
21	Tasks similar to the ones practiced in the lessons or in text books					
22	Tasks related real-life situations/events					

23	Simple tasks having only one correct answer					
24	Concept maps					
25	Open-ended questions asking for long answers(essays)					
26	Performance based tasks and skills (similar as closely as possible to those performed by a qualified person in the profession for which you are preparing yourself)					
27	Complex and challenging tasks having more than one possible answer					
28	Detailed tasks, in which each stage is defined by the instructor					
29	Knowledge questions related to the reading assignments					
30	Comprehension questions related to the material taught by the teacher					
31	Questions that require providing examples					
32	Questions that require comparing different concepts/ideas					
33	Questions that require drawing conclusions					
34	Questions requiring the application of material learnt during the course to new situations					
35	Questions that require problem solving					
36	Simple tasks having only one correct answer					
37	Questions that require an overall view of the relations among all topics learnt					
38	Questions that require creativity and imagination					
39	Questions that require a personal explanation and opinion					
40	Questions in which you are asked to evaluate others' solutions and opinions					
41	Questions that require scientific research					
42	Questions that require analysis and interpretation					
TO WHAT EXTENT WOULD YOU LIKE YOUR TEACHER TO:						
43	give, at the beginning of the course, a detailed description of how your success will be assessed.					
44	clarify what will be on the test and how to prepare it.					
45	give, before the test, examples similar to the questions to be asked on the test.					
46	give a list of revision questions, from which s/he will choose the test questions.					
47	allow the students to prepare the test questions.					
48	allow each student to prepare his or her own test questions.					
49	decide the assessment requirements together with students.					
50	have assessment of conferences between him or herself and each student, to discuss the assessment and learning process.					
51	take into considerations your self-assessment of your progress and achievements in the course.					
52	allow you to choose the ways you will be assessed.					

53	assess the amount of interest shown by the student as part of the grade.					
54	assess the amount of effort invested by the student to learn as part of the grade.					
55	allow work on a group project.					
56	have one-to-one interviews with students for evaluation.					
	To what extent would you want:					
57	to be able to choose your preferred type of assessment.					
58	the assessment of your achievements to be partly based on peer assessment.					
59	to be given the opportunity of being involved in setting demands/standards for assessment of achievements.					
TO WHAT EXTENT WOULD YOU LIKE YOUR TEACHER TO:						
60	refer in his/her assessment not only to the final product but also the process.					
61	assess your participation in the class discussions as part of the grade.					
62	assess the homework and exercises as part of the grade.					
63	publish statistical data on each of the exam questions at the end of the course.					
64	use rubric while grading.					
	To what extent would you want					
65	there to be several quizzes throughout the semester.					
66	your achievements to be assessed by a variety of tasks of different types .					
67	your papers to be assessed according to detailed and well-defined standards.					
68	your papers to be read by two teachers and your mark to be an average of their assessment.					
69	your grade to be given depending on your individual progress on the course.					
70	your grade to be given depending on the grades of the other participants in the course.					
71	your grade exactly reflect your mastery of the subject matter.					
72	to receive a profile of your achievements on the different topics studied in the course, and not only one total point.					
73	to receive a detailed feedback of a test written by you.					

Appendix B: Test Anxiety Inventory

TEST ANXIETY INVENTORY

Directions: Read each items below to see if it reflects your experience in test taking. If it does, place a check mark (✓) on the line next to the number of the statement. Check as many as seem fitting. Be honest with yourself.

___ **1.** I wish there were some way to succeed without taking tests.
___ **2.** Getting a good score on one test does not seem to increase my confidence on other tests.
___ **3.** People (family, friends, etc.) are counting on me to do well.
___ **4.** During a test, I sometimes find myself having trains of thought that have nothing to do with the test.
___ **5.** I do not enjoy eating before or after an important test.
___ **6.** I have always hated courses in which the teacher has the habit of giving pop quizzes.
___ **7.** It seems to me that test sessions should not be made the formal, tense situations they are.
___ **8.** People who do well on tests generally end up in better positions in life.
___ **9.** Before or during an important exam, I find myself thinking about how much brighter someof the other test-takers are.
___ **10.** Event though I don't always think about it, I am concerned about how others will view me if I do poorly.
___ **11.** Worrying about how well I will do interferes with my preparation and performance on tests.
___ **12.** Having to face an important test disturbs my sleep.
___ **13.** I cannot stand to have people walking around watching me while I take a test.
___ **14.** If exams could be done away with, I think I would actually learn more from my courses.
___ **15.** Knowing that my future depends in part on doing well on tests upsets me.
___ **16.** I know I could outscore most people if I could just get myself together.
___ **17.** People will question my ability if Ido poorly.
___ **18.** I never seem to be fully prepared to take tests.
___ **19.** I cannot relax physically before a test.
___ **20.** I mentally freeze up on important tests.
___ **21.** Room noises (from lights, heating/cooling systems, other test-takers) bother me.
___ **22.** I have a hollow, uneasy feeling before taking a test.
___ **23.** Tests make me wonder if I will ever reach my goals.
___ **24.** Tests do not really show how much a person knows.
___ **25.** If I score low, I won't be able to tell anyone exactly what my score was.
___ **26.** I often fell the need to cram before a test.
___ **27.** My stomach becomes upset before important tests.
___ **28.** I sometimes seem to defeat myself (think negative thoughts) whole working on an important test.
___ **29.** I start feeling very anxious or uneasy just before getting test results.
___ **30.** I wish I could get into a vocation that does not require tests for entrance.

___ **31.** If I do not do well on a test, I guess it will mean I am not as smart as I though I was.
___ **32.** If my score is low, my parents will be very disappointed.
___ **33**. My anxiety about tests makes me want to avoid preparing fully, and this just makes me more anxious.
___ **34.** I often find my fingers tapping or my legs jiggling while taking a test.
___ **35.** After taking a test, I often feel I could have done better than I actually did.
___ **36.** When taking a test, my emotional feelings interfere with my concentration.
___ **37.** The harder I work on some test items, the more confused I get.
___ **38.** Aside from what others may think of me, I am concerned about my own opinion of myself if Ido poorly.
___ **39.** My muscles tense up in certain areas of my body when I take a test.
___ **40.** I do not feel confident and mentally relaxed before a test.
___ **41.** My friends will be disappointed in me if my score is low.
___ **42.** One of my problems is not knowing exactly when I am prepared for a test.
___ **43.** I often fell physically panicky when I have to take a really important test.
___ **44.** I wish teachers understood that some people are more nervous than others when taking tests, and that this could be taken into account when test answers are evaluated.
___ **45.** I would rather write a paper than take a test for a grade.
___ **46.** I want to learn how others did before I announce my score.
___ **47.** Some people I know will be amused if I score low, and this bothers me.
___ **48.** I think I could do much better on tests if I could take them alone and/or not feel pressured by a time limit.
___ **49.** My test performance is directly connected to my future success and security.
___ **50.** During tests, I sometimes get so nervous that I forget facts I really know.

Appendix C: Interview Questions Used in the Study

1. What do you think about tests/ assessment generally?
2. What kind of reasons make you nervous before or during an exam?
3. How do you psychologically and physically react when you get nervous?
4. What kind of assessment types would you prefer to be used in the assessment your achievement? Written, oral, homework, presentations or group works
5. Do you think that test anxiety has an effect on your success?
6. In which exam types does your text anxiety has a negative effect on your success more?
7. In which exam types do you think you are less nervous but more successful?
8. What kind of question types do you prefer to be asked? Simple and classical or complex and difficult?
9. How does the question types affect your text anxiety in a test?
10. What kind of things and details would you like to know about an exam you will take before it starts?
11. What would you like to know about grading part? Would you like to know how teachers grade your papers?
12. Knowing the details about an exam how does it affect your test anxiety?
13. Would you like to play a role in the process of preparing the exam?
14. After the exam what kind of things and details do you want to know?
15. How does it affect your test anxiety for the other test coming up?

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Publications

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