A COMPARATIVE STUDY OF TURKISH AND INTERNATIONAL ADULT EFL STUDENTS' PERCEPTIONS OF FORMATIVE ASSESSMENT

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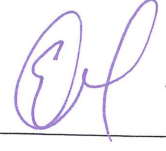GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

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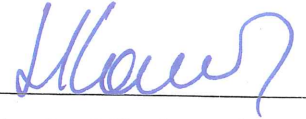IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

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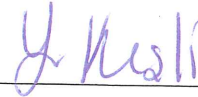Approval of the Graduate School of Educational Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that we have read this thesis, and, in our opinion, it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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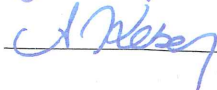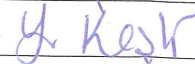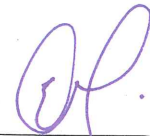
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ABSTRACT
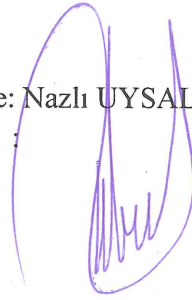
A COMPARATIVE STUDY OF TURKISH AND INTERNATIONAL ADULT EFL STUDENTS' PERCEPTIONS OF FORMATIVE ASSESSMENT

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Master's Thesis, Master's Program in English Language Education

Supervisor: Assist. Prof. Yeşim Keşli Dollar

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The purpose of this case study is to investigate the Turkish and international adult EFL students' perceptions of formative assessment in English lesson -regarding their nationality and sex- at a Modern languages department of a foundation university in Turkey. It is also aimed to examine how these perceptions affect these students' language learning process and how teachers perceive these perceptions, which might shed a light into the issue more. The results showed that the students mostly had positive perceptions of formative assessment with different motives. Also, it was found out that there were some differences between the students' perceptions of formative assessment regarding their nationality and sex, which seemed to affect their language learning process. Lastly, the results indicated that there were some differences between the students' and teachers' formative assessment perceptions and its effects on the students' learning, which might have resulted from lack of formative assessment knowledge.

Keywords: Formative Assessment, EFL Students, Perception

ÖZ

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK VE ULUSLARASI YETİŞKİN ÖĞRENCİLERİN BİÇİMLENDİRİCİ DEĞERLENDİRME İLE İLGİLİ ALGILARININ KARŞILAŞTIRILMASI

Uysal Kurtulmuş, Nazlı
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Mayıs 2018, 135 sayfa

Bu vaka çalışmasının amacı, Türkiye'de eğitim veren bir vakıf üniversitesinin Modern Diller Bölümünde İngilizce eğitimi alan Türk ve uluslararası yetişkin öğrencilerin -milliyet ve cinsiyet farklılıklarını gözeterek- biçimlendirici değerlendirme ile ilgili algılarını araştırmaktır. Ayrıca biçimlendirici değerlendirmenin bu öğrencilerin dil öğrenme sürecini nasıl etkilediğini ve öğretmenlerin öğrencilerin algılarını nasıl algıladıklarını incelemek amaçlanmıştır. Çalışma sonuçları, öğrencilerin biçimlendirici değerlendirme algılarının, farklı sebeplerle olsa da, çoğunlukla pozitif olduğunu göstermiştir. Ayrıca, öğrencilerin milliyet ve cinsiyetlerinin biçimlendirici değerlendirme algıları üzerinde etkileri olduğu ve bunun dil öğrenme süreçlerini etkileyebildiği görülmüştür. Son olarak, öğrenci ve öğretmenlerin algıları, biçimlendirici değerlendirmenin öğrencilerin öğrenme sürecine olan etkisi açısından bazı farklılıklar göstermiştir ki bunun da eksik biçimlendirici değerlendirme bilgisinden kaynakladığı sonucuna varılabilir.

Anahtar Kelimeler: Biçimlendirici Değerlendirme, Yabancı Dil Olarak İngilizce Öğrenen Öğrenciler, Algı

To my beloved family

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Introduction

1.1 Overview

In this chapter, it is aimed to give an overview about the assessment in education life and EFL students' perceptions of assessment. In our culture, teachers have a tendency to believe that assessments are used to assess and understand how much students have learned, and they are inclined to believe that students take assessments to pass the class, finish the term or graduate from the school. Are these the only pedagogical reasons why teachers assess and students are assessed? In order to bring such questions up, this chapter refers to theoretical framework, statement of the problem, purpose of the study, research questions and significance of the study.

The word "assessment" was fundamentally used for a long time, to describe the evaluation of the effectiveness of educational tasks after the educational processes ended, which was why the tasks that helped learners with learning before the process ended were not considered as types of assessment (Wiliam, 2011). Assessment was a way to see if the learner could answer the questions by showing his / her performance and knowledge. Probably, at that time, it was not known that the word "assess" originally comes from Latin "assessus" "a sitting by," past participle of "assidere / adsidere", "to sit beside", which means "to assist in the office of a judge" (Assess, n.d.). So, it was meant to be used to assist students during learning. Recent research which has led to definitions such as "systematic process for gathering data about the students' achievement" has gained a place to the original meaning of the word in education world (Dhindsa, Omar, & Waldrip, 2007, p.1261).

Assessment in education has two main functions referred as summative and formative, which are also called as assessment of learning and assessment for learning respectively (Brown, 2003). From this point of view, assessment is accepted to offer two different purposes; measuring the achievement of the students and improving learning of the students (Scriven, 1967). The former, summative assessment is used as a way of measurement of students' learning; it checks the history of students' learning and measures how successfully they could show their

1

achievements of the objectives (Brown, 2003). Summative assessment generally takes place at the end of the course or term, and is graded once. Final exams, university entrance exams, state tests are some examples of summative assessment. After summative assessment, learners are not expected to improve the assessed subject provided that they have satisfactory results from these exams (Dixson & Worrel, 2016). According to National Research Council (2001), however, summative assessments in the classroom are supposed to provide students with critical thinking as learners should apply what they learn to deal with new problems. Formative assessment, on the other hand, is defined as "activities undertaken by teachers— and by their students in assessing themselves - that provide information to be used as feedback to modify teaching and learning activities" (Black & Wiliam, 2010, p. 82). That's why, it is seen as a component of teaching and learning activities which take place during instruction (Wiggins & Mctighe, 2007). Dixson and Worrel, (2016) state that formative assessment provides informative and continuous information to teachers which they can make use of to enhance students' learning. Although formative and summative assessments seem different and separate, Mcmeniman (1986) describes them as complementary of each other. She states that "formative and summative assessments are not mutually exclusive but complementary approaches to a reliable indication of students' achievement" (p.4). However, Dixon and Worrell (2016) show the differences between formative assessment and summative assessment as below;

Table 1

Characteristics of Formative and Summative Assessment

Characteristics	Formative Assessment	Summative Assessment
Purpose	To improve teaching and learning	Evaluation of learning outcomes
	To diagnose student difficulties	Placement, promotion decisions
Formality	Usually informal	Usually formal
Timing of administration	Ongoing, before and during instruction	Cumulative, after instruction

Table 1 (cont.d)

Characteristics	Formative Assessment	Summative Assessment
Developers	Classroom teachers to test publishers	Classroom teachers to test publishers
Levels of stakes	Low-stakes	High-stakes
Psychometric rigor	Low to high	Moderate to high
Types of questions asked	What is working	Does student understand the material?
	What needs to be improved	
	How can it be improved	
		Is the student prepared for next level of activity?
Examples	Observations	Projects
	Homework	Performance assessments
	Question and answer sessions	Portfolios
	Self-evaluations	Papers
	Reflections on performance	In-class examinations
	Curriculum-based measures	State and national test

Even though they are used together to come up with a better understanding of assessment, students' perceptions of summative and formative assessment seem different; and the latter will be discussed in this thesis.

1.2 Theoretical Framework

The idea of formative assessment, which is also named as assessment for learning, was developed in the United Kingdom by the Assessment Reform Group (Chen, Kettle, Klenowski & May, 2012). Formative assessment was defined by this group as "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'' (ARG, 2002, p.2). It was named as formative

assessment to show its difference from summative assessment; "one occurred while learning was still occurring or forming; the other occurred at the end of learning" (Frey & Schmitt, 2007, p.411). It emphasizes the process because one grade is used to show the "level of mastery" of the subject without any feedback needed for improvement, however "individual scores for each task… would provide much more meaningful and constructive guidance on what to notice and how to improve, especially if [the] feedback were followed by a plan for further learning" (Purpura, 2004, p. 226). As a result, students have a chance to monitor and improve their learning in formative assessment (Stiggins, 2002). With the help of formative assessment, students can have an understanding and evidence of what they learn and what they lack in language learning (Purpura, 2004). According to Sadler (1989), "formative assessment is concerned with how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning." This way, they are provided with critical information about their knowledge, and teachers are enabled to assess their students' continuous improvement at different levels of learning process (Böttcher, 2011).

"Feedback is a key element in formative assessment, and usually defined in terms of information about how successfully something has been or is being done" (Sadler, 1989, p.121). According to Sadler (1989), feedback has two primary targets; teacher and student. The teacher utilizes feedback to reach some decisions on "readiness, diagnosis and remediation" (p.121). Students, on the other hand, use feedback to see weak and strong sides of their performances. Sadler (1989) also adds that such feedback must be done in supportive atmosphere by a teacher who has good pedagogical knowledge.

Although formative assessment is equalled to feedback by Sadler (1989), its primary purpose is not to give feedback to students, but to "evaluate instruction, and then improve or alter it" according to Frey and Schmitt (2007, p. 413). It might be said that how to interpret and implement formative assessment is still a controversial issue because "the fact that assessment happens in the classroom … says very little about either the nature of the assessment or the functions that it can serve (Black & Wiliam, 2004, p.183). Therefore, learning goals in formative assessment should be presented to students in an understandable way by teachers so that students can make use of feedback better and apply it to their work to improve themselves (Harlan &

Winter, 2004). This way, even the low achievers as well as others benefit from the learning standards that formative assessment creates (Black and Wiliam, 1998).

Students are expected to compare their own level and desired objectives, and try to close the gap between these two in formative assessment. In order to do this, they have to "(a) possess a concept of the standard (or goal, or reference level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap" (Sadler, 1989, p.122). Besides, students are supposed to realize some things for an effective formative assessment; improving an understanding of learning goals, forming an ability to follow their work, seeing the differences between real them and expected them, and making an effort to close the gap between them by creating their own learning goals (Brookhart, 2003). They can do this by using the feedback given by teachers on their work. This feedback becomes the most effective when it is given by offering specified recommendations for development and specified views on the errors without making students concentrate on the right answer, but the process (Bangert-Drowns, Kulick, & Morgan, 1991).

All the characteristics of formative assessment mentioned in the theoretical framework part, particularly the last part – the procedure of formative assessment-, form the basis of this study; how EFL students perceive formative assessment.

1.3 Statement of the Problem

Formative assessment is likely to improve students' learning as it occurs during instruction with instant feedback according to students' needs (Sadler, 1989). It is also used to collect, interpret and take necessary action on the information about learning in order to improve teaching (Bell & Cowie, 2001). According to Rea-Dickens and Gardner (2000), however, these aspects of assessment have been ignored for years and its pedagogical importance has been acknowledged more. Besides, it is claimed by Dann (2002) that how teachers implement formative assessment has been in the centre rather than how students might participate in the process. It is teachers, managers, school policy and sometimes parents that might be involved in assessment procedure, but what about students and their perceptions?

Although Rea-Dickins and Gardner (2000) state their worries about its appropriateness and validity, because it is an informal process, they assert that

formative assessment, which takes place during instruction in the lesson, helps teachers in different ways such as planning and organizing how to teach, finding evidence of students' learning, monitoring curriculum attainment and reviewing their own teaching.

Conversely, Ellis (2003) does not perceive formative assessment as informal; she divides it into two instead. According to Ellis (2003), there are two types of formative assessment, called "planned" and "incidental" (p.312). As its name suggests, planned formative assessment requires systematic assessment of students by frequently used tasks, and incidental one occurs between students and teachers during instruction in the classroom. Ellis (2003) states that incidental formative assessment has two different types; internal incidental which takes place "through teacher questioning and probing", and external incidental is a kind of student and teacher review on student's performance (p.314). Besides, Ruiz-Primo and Furtak (2007) who do research on informal formative assessment define formative assessment as "continuum determined by premeditation of the assessment moment, the formality of means used to make explicit what students know and can do, and the nature of the action taken by the teacher" (p.58). They distinguish informative formal assessment as "more improvisational" stating that it might occur "in any student–teacher interaction at the whole-class, small-group, or one-on-one level" (p.59). Teachers in the classroom might make use of any wrong use or misunderstanding to assess students. Ruizo-Primo and Furtak (2007) also add that teachers can plan their actions in the classroom because they have enough time "to step back to analyze and interpret the information collected / gathered" during formal formative assessment (p.59). However, they have to be quick by evaluating the students' answers during informal assessment. That is why, Ruizo-Primo and Furtak (2007) conceive the differences between formal and informal formative assessment as "a cycle of eliciting, recognizing, and using" (p.59). Also, they show the differences in Table 2 below:

Table 2

Differences between Formal and Informal Formative Assessment Practices

Formal: Designed to provide evidence about student's learning		
Gathering	Interpreting	Acting
Teacher collects or brings together information from students at a planned time.	Teacher takes time to analyze information collected from students.	Teacher plans an action to help students achieve learning.
For example, quizzes, embedded assessments.	For example, reading student work from all the students, providing written comments to all students.	For example, writing or changing lesson plans to address to state of student learning.
Informal: Evidence of learning generated during daily activities		
Eliciting	Recognizing	Using
Teacher brings out or develops information in the form of a verbal response from students.	Teacher reacts on the fly by recognizing students' response and comparing it to accepted scientific ideas.	Teacher immediately makes use of the information from the students during the course of the ongoing classroom.
For example, asking students to formulate explanations or to provide evidence.	For example, repeating or revoicing students' responses.	For example, asking students to elaborate on their response, explaining learning goals, or promotes argumentation.

When all of these characteristics are taken into consideration, it might be said that the effects of formative assessment implementation on students are various. That is why, how students feel about this assessment type and what their perceptions are on the issue are worth being delved into in Turkey.

1.4 The Purpose of the Study

The primary purpose of this case study is to investigate the Turkish and international adult EFL students' perceptions of formative assessment -regarding

their nationality and sex- at a foundation university in Turkey. It is also aimed to examine how these perceptions affect Turkish and international students' language learning process, and how teachers perceive these effects, which might shed a light into the issue more.

1.5 Research Questions

In order to answer the problems mentioned above, this study aims to answer the questions below:

1. What are formative assessment perceptions of Turkish and international adult EFL students?

2. How does formative assessment affect Turkish and international adult EFL students' perceptions of their language learning process?

3. What are teachers' perceptions of Turkish and international adult EFL students' formative assessment perceptions?

1.6 Significance of the Study

It is known that assessment is used in daily life for different purposes in different context. By asking someone what her hometown is famous for, we can assess her knowledge and loyalty, or with the question of wedding anniversary date, a woman can assess her husband's involvement and commitment. However, as discussed before, assessment in education has two main purposes; summative, measurement of achievement, and formative, improving learning.

When students in Turkey hear the word assessment, most of them tend to recall graded assessments such as exams, quizzes, assignments etc. The majority of the students are not aware that they might be assessed during the class by themselves their pairs, classmates or teachers. Although assessment, evaluation and measurement are all different mediums used for different purposes in a common context, students prone to believe that they will get a grade to pass the classroom at the end of all mentioned above. In order to distinguish these terms, Brookhart (2005) states that "assessment broadly defined, means collecting information about something to be used for some purpose" and "evaluation means using assessment

information to make judgements about the worth of something" (p.12). Besides, Harlen (2007) describes two words as:

> The terms evaluation and assessment in education are sometimes used with different meanings, but also interchangeably. In some countries, including the USA, the term 'evaluation' is often used to refer to the process of collecting evidence and making judgments about programmes, systems, materials and processes; 'assessment' refers to the process of collecting evidence and making judgments relating to the outcomes, such as students' achievement of particular goals of learning or teachers' and others' understanding (p.12).

Although there have been a great number of studies in Turkey to obtain better assessment and evaluation systems that have been altered many times to form the best one, perceptions and opinions about the assessment strategies and forms seem to be ignored and neglected by authorities. In this regard, this study takes a great importance since it reveals how EFL students perceive assessment in the classroom, namely, formative assessment. By doing so, the study offers some valuable information to students, teachers, assessors, faculty and department managers, which might pave the path for forming better assessment forms.

1.7 Definitions

Assessment: In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students (assessment, n.d.).

Assessment for Learning (AFL): "focuses on the purpose of formative assessment and is aimed at providing evidence of students` learning progress" (Sardareh & Saad, 2012, p.344).

Assessment of Learning (AOF): "the assessment is valid if it measures what it is intended to measure, namely to what extent the students have mastered that which is described in the learning goals" (Watering & Rijt, 2006, p.134).

EFL: Abbreviation for English as a Foreign Language

Formative Assessment (FA): "evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process" (Brown, 2001).

International Students: Students who are mostly from The Middle East and whose mother tongue is not Turkish.

Summative Assessment (SA): are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year (Summative assessment, n.d.).

Chapter 2
Literature Review

2.1 Overview

In the literature review section of this study, the main titles that will be discussed are education in Turkey, formative assessment, feedback in formative assessment, teachers' role and perceptions in formative assessment, and students' role and perceptions in formative assessment. It will also refer to the previous research studies carried out on the titles mentioned above.

2.2 Education in Turkey

It is stated in the Constitution of the Republic of Turkey that every citizen deserves to be educated without charge for the compulsory education, which lasts 12 years (4+4+4). Turkish is the medium of the language at schools except for licensed and foreign schools. The administration of the schools is run by the Ministry of National Education (MEB), which is also responsible for "drawing up curricula, coordinating the work of official, private and voluntary organizations, designing and building schools, developing educational materials" ("Education System in Turkey", n.d.). The academic year generally starts in September and ends in June or July with a semester break in generally January or February for all schools. Universities schedule their own academic calendar, however, most of them start in September-October and end in June-July with a winter break in January-February.

Formal education in Turkey consists of 4 main steps which are called as "pre-primary education, primary education, secondary education and higher education" (The Higher Education System in Turkey, 2014, p.5). Pre-primary education is given optionally to the group of pupils aged between 3 and 5 who are too young to take primary education. By pre-primary education, it is aimed to create an environment in which pupils develop their mental, physical and sensory skills, acquire good mannerism and get prepared for primary education. Pupils take pre-primary

education in kindergartens, nursery classes or day-care homes under the management of Ministry (Education System in Turkey, n.d.).

When they are 5.5, pupils are obliged to take primary education which includes 4 years of primary school and 4 years of middle school. Primary education, which is free at the public schools, offers elective courses depending on the different needs, skills and gifts of students (Turkish Education System, n.d.). There are also private schools under State control. Foreign language education often starts from 4th grade in both public and private schools. The aim of primary education is " to ensure that every child acquires the basic knowledge, skills, behaviours, and habits to become a good citizen, is raised in line with the national moral concepts and is prepared for life and for the next education level parallel to his / her interests and skills" (Education System in Turkey, n.d.).

After 8 years of successful primary education, students had to take a national exam, Transition from Primary to Secondary Education Exam (TEOG), administrated by the Ministry of Education, however, from next year on, the ones who want to be placed in qualified high schools will take an exam, and the others will study in high schools in their neighbourhood. Nothing much is not known about the new system yet, it is hoped that it will be better for students. In Turkey, secondary education covers general, vocational, and technical high schools for four years. General high schools, some of which have foreign language preparatory classes, aim to prepare students for higher education. Vocational and Technical High Schools offer specific instruction such as electricity, machinery and motors in order to educate qualified personnel. Vocational High Schools have different branches such as Industrial Vocational Schools, Girls' Vocational Schools, Public Health Vocational Schools, Commercial Vocational Schools etc. (Education System in Turkey, n.d.) There are also Anatolian High Schools with intensive foreign language classes, Science High Schools with intensive science courses, Religious High Schools with religious education and Fine Arts High Schools with specialized training in fine arts (Turkish Education System, n.d.). Secondary education is declared to be compulsory since 2013.

After high school, students who want to continue higher education used to take two stage exam, the first round; Transition to Higher Education System Exam (YGS) and the second round; Undergraduate Placement Exam (LYS), administrated by the Student Selection and Placement Centre (ÖSYM) every year, but from this

year on, they will take another national exam, namely Higher Education Institutions Exam (YKS), which was legislated in October, 2017. After the exam, students make preferences of the departments and universities they intend to study at, and are placed in state or foundation institutions according to the score they receive from the exam. Without taking the exam, the graduate of vocational high schools may study at the department of vocational schools at the universities which is a two-year study program, called as Associate Degree (AA) ("Turkish Education System", n.d). However, the graduates of other high schools are placed in Associate or Bachelor's Degree program according to their results. Bachelor's Degree is a four-year course of study except for dentistry and veterinary, and medicine which last five, five and six, respectively.

As seen above, we have a very moving and changeable education system in Turkey, which may influence students' perspective and perceptions of the education and assessment.

2.3 Formative Assessment

Formative assessment or assessment for learning has become of a great value in education with the increase in learner-centered and goal oriented learning. It is increasingly being used in education world as the institutions aim to focus on the process of the learning, rather than the score itself. And this shift has provided a significant rise to the attention to learners, teachers and the assessment (Lee, 2007), particularly to the assessment, which must focus on the most important abilities, knowledge, and behaviours in the classroom (Crooks, 1988).

Conception of formative assessment have been identified many times, but the definition of Brookhart (2007, as cited in Wiliam, 2011, p.12) is worth reading as they show the changes and improvements of formative assessment;

Formative assessment provides information about the learning process;

Formative assessment provides information about the learning process that teachers can use for instructional decisions;

Formative assessment provides information about the learning process that teachers can use for instructional decisions and students can use in improving their performance;

Formative assessment provides information about the learning process that teachers can use for instructional decisions and students can use in improving their performance, which motivates students.

Similarly, Harlen (2007) puts forward that teachers have more chances to monitor their students' progress with the new form, formative assessment, which enables them to adjust the lesson on the basis for students' needs. She also states that formative assessment happens in a cycle of events in which students participate actively to reach their goals. According to Harlen (2007), it is students who must be put in the centre during the process because teachers collect and analyze information from the students in order to have clear objectives. Then, they make use of the evidence taken from the students in planning and improving the following procedure. During the whole process, it is emphasized that students' participation and interaction must be used as a way of data collection. Harlen (2007, p.120) shows the formative assessment cycle in a figure as below;
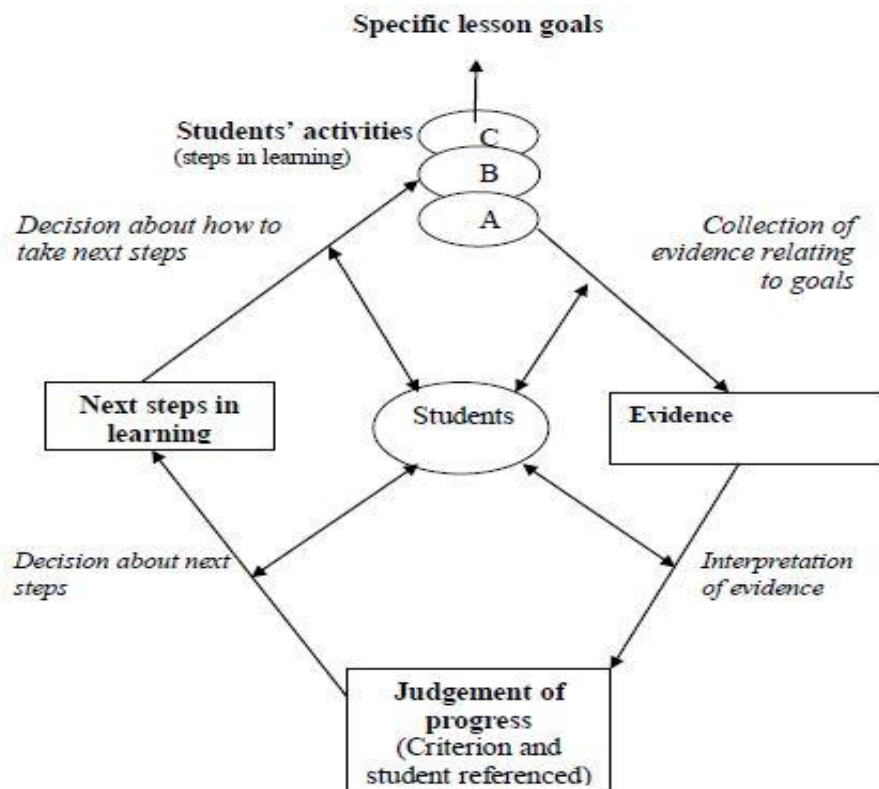
Figure 1. **Assessment for Learning as a Cycle of Events**

Black and Wiliam (1998) defend that learning might be improved through formative assessment by giving students effective feedback, including students in their learning, organizing teaching according to the results of assessment, monitoring effects of assessments on students' motivation and self-confidence, making sure that students use self-assessment and learn how to improve themselves. By these factors, the authors show that learning takes place with the collaborative work of students and teachers addressing learning needs. They also add that;

> There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains. (Black & Wiliam, 1998, p.1).

It is obvious that many researchers find formative assessment effective, so they assert the benefits of implementing it in the classroom. In order to make this implementation clear, Assessment Reform Group (2002) who studies on assessment for learning comes up with 10 principles which might shed a light to classroom practice of AFL;

> Assessment for learning should be part of effective planning of teaching and learning.
>
> Assessment for learning should focus on students learning.
>
> Assessment for learning should be recognized as central to classroom practice.
>
> Assessment for learning should be regarded as a key professional skill for teachers.
>
> Assessment for learning should be sensitive and constructive because an assessment has an emotional impact.
>
> Assessment for learning should take account of the importance of learner motivation.
>
> Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
>
> Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing.
>
> Assessment for learning should recognize the full range of achievements of all learners.

Likewise, Carless (2007) puts forward his own three main principles which formative assessment should be based on; tasks encouraging and authentic learning for graduation, participation of students in assessment and criteria process in order to understand learning goals better and effective feedback given by monitoring students' progress. Stiggins, Arter, Chappuis and Chappius (2007) also define that formative assessment comes out while students are still learning. Formative assessment occurs when teachers try to assess the needs of students during teaching and learning, organize their following action, offer students feedback they can make use of, and have students feel that they control their own learning. The authors put forward that assessment for learning requires students to;

know where they're going

know where they are now

know how to close the gap (p. 34).

In order to realize, understand and follow the right ways, it is crystal-clear that feedback is what students need. As most of the researchers believe, feedback is an important element in any type of learning and teaching, so is assessment. That is why, feedback in formative assessment and their relationship are of great importance for a better understanding of formative assessment.

2.4 Feedback in Formative Assessment

Assessment can support learning provided that it offers information which might be used as feedback by both teachers and their students in assessing themselves, and in changing the learning and teaching activities (Black, Harrison, Lee, Marshall & Wiliam, 2004). As formative assessment contradicts with traditional assessment, feedback in formative assessment does with traditional teacher comments such as good work, well done and wonderful. The study conducted by Straub (1997) shows that college students from United States "preferred comments that employed open questions, or included explanations that guided revision" rather than statements "sought to control" (p.91). The fact shows that feedback in formative assessment is supposed to encourage students and make them see where they are. So, it enables students to understand their weaknesses and strengths, and offers some suggestions for improvement (Black & Wiliam, 1998).

Similarly, Sadler (1989) states students who are one of the main "audiences" in formative assessment use feedback to follow the strong and weak sides of their performance, through which they can recognize and strengthen their achievement, and change and work on their dissatisfaction (p.120). On the other hand, teachers, the second main audience, use feedback to have systematic decisions about "readiness, diagnosis and remediation" (Sadler, p.120). As Black et al. (2004) defend "the priority in giving feedback is to challenge students to tease out their assumptions and to help them to be critical about the quality of any arguments" (p.16). The authors (2004) also assert that effective feedback "should cause thinking to take place" and they summarize the ideas which might improve feedback as follows:

Written tasks, alongside oral questioning, should encourage students to develop and show understanding of the key features of what they have learned.

Comments should identify what has been done well and what still needs improvement and give guidance on how to make that improvement.

Opportunities for students to respond to comments should be planned as part of the overall learning process (p.14).

According to Sadler (1989), such feedback requires "a teacher who knows which skills are to be learned, and who can recognize and describe a fine performance, demonstrate a fine performance, and indicate how a poor performance can be improved" (p.120). Wiliam (2011) explains this by giving an example from a math lesson; "When providing feedback to students learning mathematics, it is not helpful to tell them that they need to improve their work, even if this is true. It is more helpful to point out what kinds of errors they are making, and what they need to do to improve" (p.3). This example shows the main difference between evaluative feedback in traditional assessment and descriptive feedback in formative assessment.

Harlan and Winter (2004) state that students must be informed well and enough about the objectives for a better understanding and application of feedback. If they are aware of the learning goal, they can assess themselves, and students' feedback on their self-assessment might help teachers to understand where to focus on more (Black et al., 2004). Similarly, Sadler (1989) asserts that students in formative assessment are supposed to be able to evaluate "the quality of what they are producing and be able to regulate what they are doing during the doing of it" (p.121).

It is not only the content of feedback and classroom practices but also the notions about the students' self-assessment and motivations which bring up an effective formative assessment (Black & Wiliam, 1998). It is claimed by the researchers that feedback, which aims to reach the objectives planned, assuming that every students might and will achieve, does not have the same effect with feedback which is more learner-based, assuming that some students may be less capable than others.

In brief, it might be stated that feedback, which is given to support and help students to improve their learning, takes an important role in formative assessment. Therefore, in an effective formative assessment procedure, teachers are supposed to monitor their students' progress properly and offer continuous feedback if possible, and students take their responsibility to improve their strengths and weaknesses depending on the feedback given by teachers.

2.5 Teachers in Formative Assessment

Formative assessment in which teachers have a key role can have positive results if implemented effectively. Therefore, teachers are seen as the mediators of formative assessment who are supposed to have some responsibility during the process.

2.5.1 Teacher's role. A look back to the history of language assessment shows that quantitative research methods were the way of educating and shaping language assessors. With the development of qualitative methods, the assessment world accepted the methodology pleasantly (Tsushima, 2015). As teachers are the guides of the classroom, their quality of teaching is of great significance to good school (Delandshere & Jones, 1999). So, with the shift to assessment for learning, which is a learner centred assessment, teachers have undergone more responsibilities in their teaching and assessment strategies. There has been a move from limited forms of assessments which are inadequately connected to students' learning expectations towards appeal in interactions between classroom learning and assessment (Black & Wiliam, 1998). Since the assessment has become the core of education, teachers are to learn some skills and knowledge to put into practice (Cummin, 2009).

Use of formative assessment in the classroom brings the role of teachers up in the assessment process. Teachers' pedagogical knowledge is a great importance in formative assessment as they are expected to know how to plan classroom contexts, have the ability of good timing and way of checking students' learning, analyse students' production and anticipate coming problems, and take instant actions to close the gap between students' actual and desired levels (Heritage, 2010).

Teachers also should be aware that formative assessment uses assessment to create following instruction (Black & Wiliam, 2004). The key feature of formative assessment is in the sequence of two actions; understanding the difference between the expected aim and the present situation by the learner and the learner's action to reach the expected aim (Ramaprasad, 1983). Leahy, Lyon, Thompson and William (2005) who search how to introduce assessment for learning to teachers reveal that different techniques are found useful by different teachers. Yet, they are able to form five strong strategies for teachers to implement formative assessment in the classroom (p.21):

Clarifying and sharing learning intentions and criteria for success

Engineering effective classroom discussions, questions, and learning tasks

Providing feedback that moves learners forward

Activating students as the owners of their own learning

Activating students as instructional resources for one another

Considering these strategies for an effective formative assessment, it might be said that feedback should be systematized if possible. Findlay (1987), who identifies feedback as the "principal mechanism through which assessment for purposes is realised", claims that feedback must be criteria-related which facilitates students' self-assessment (p.2). Besides, the sources should be varied to activate students. Classroom assessment not only measures learning but also provides teachers and students with information about the learning outcomes, learning strategies and learning performance. That is why, using different sources of evidence assists teachers to understand students' needs as single form of assessment does not make teachers and students reach their aims (Educational Testing Service, 2003)

Hill (2017) who claims that teachers has tendency to centre on formal types of assessment although they know how important it is to improve their assessment literacy. Therefore, Hill (2017) creates a framework for teachers to develop their understanding of assessment and make them use it more effectively. In her

framework, the questions teachers are expected to answer to come up with a better use of assessment are "What do teachers do?, What do teachers look for?, What theories and standards do they use?, What are learners' understanding of assessment?" (pp. 3-4).

However, formative assessment implemented by teachers with vague and narrow pedagogical knowledge might result in wrong decisions and discourage students' learning (Herman, Osmundson, Dai, Ringstaff & Timms, 2015). Poehner and Lantolf (2005) put forward that the effects of formative assessment change from teacher to teacher, even for the same teacher, lesson to lesson. They also add that formative assessment, which is not systematic, might create a difficult atmosphere for students to understand the tasks and teacher feedback in the classroom. Assessment done by a teacher-dominated classroom "can lead to missed learning opportunities, and to a failure to develop learner autonomy and the skills needed in the modern world" (Tarnanen & Huhta, 2011, p.130).

Hence, employing formative assessment in the classroom requires teachers to obtain competence in recent assessment forms. However, it is a fact that there might be some external challenges that teachers encounter during formative assessment such as a large number of students with special needs, inappropriate classroom conditions, and poorly prepared curriculum which might result in failure in learning process.

To put them in a nut shell, it must be admitted that there are many things which play a part in teachers' achievement in assessment such as teachers' pedagogical knowledge, their metalinguistic awareness to show that knowledge, skills and self-reflection, their education and training, opinions about students' learning, skills to obtain data and interpret classroom data, and their experience (Darling-Hammond, 2012).

2.5.2 Teachers' perceptions. How teachers perceive assessment in the classroom is displayed by a teacher in Hill's study (2012);

> It's all like you've got antennae sticking out of your ears and it all comes in…You're constantly processing it, you're constantly building up, I mean I just know just sitting in class, you know, you become aware of who's got the answer or who's gonna have a go at it ... So but, there's that but there's also, there's their identity in the class and there's all sorts of things (p. 128).

Koloi-Keaikitse (2012) supports the idea with the results of his dissertation. The researcher, who examines classroom assessment practices in Botswana public schools, states that teachers' perceptions of classroom assessment are directly linked to the "characteristics of educational level, teaching experience, and level of assessment training" (p.136).

According to Steadman (1998) who survey 136 faculty members from thirty-five California community colleges, teachers believe that classroom assessment, which is a part of formative assessment, has its more advantages than disadvantages. Classroom assessment is found advantageous by the teachers since it enables students to participate actively, which results in more contented students. Besides, it offers an opportunity to change and improve their teaching styles, and involves students in learning more. The last advantage mentioned by the teachers is that classroom assessment makes "teaching a priority again" (p.27). The teachers taking part in the study state that they use classroom assessment for effective feedback by "allowing you to see what you are doing through the eyes of the people who are sitting in the class", improving their teaching by helping students to "get more out of the class", following students' learning by seeing "if they are getting what I think I'm giving them", improving students' learning and communication and cooperation (p.27). However, the teachers state that classroom assessment comes up with some disadvantages such as "time and negative feedback" because it requires quite a lot of time to plant, manage and analyze (p. 27). The fact that students' not understanding a lesson and revision increases the time spent on the activities as well. Another disadvantage is taking negative feedback on teaching and activities from the students, which might be unsupportive for the teachers.

Torkildsen and Erickson (2016) analyze teachers' perception from a different perspective and reach different conclusions on teachers' perceptions of formative assessment. The 36 teachers from 10 secondary schools in China where both formative and summative assessment are implemented participate in the study. The data collected through pre- and post-study individual interviews, teachers' handouts, students' work and video-taped lesson observations show that the teachers' background information of teaching and learning influences their assessment for learning implementation. Therefore, the authors suggest that recognition of the influence of teachers' background knowledge must be the first thing to do in order to implement assessment for learning properly.

According to MacLellan (2001) there are significant differences between students and tutors' perceptions of formative assessment. The researcher collects data from 80 members of faculty staff and 130 3rd year undergraduate students by means of a questionnaire. The students and teachers are asked to exclude their opinions about general assessments so that trustable data can be collected. According to the results, teachers use practices which are against formative assessment although they claim that they are engaged in formative assessment in the classroom. Likewise, they state that they assess the whole learning, but the obvious assessment types are traditional academic essays. Therefore, MacLellan (2001) defends that the teachers have a desire –which has to be realized fully- for formative assessment. Another study conducted by Pat-El, Tillema, Segers and Vedder (2015) to examine students and teachers' perceptions of AFL practice has similar results to that of MacLennan (2001). The study which consists of 650 students and 38 teachers from high schools in the Netherlands shows that students and teachers' perceptions of AFL differ from each other. The teachers who take participate in the study generally believe that they practise AFL in a higher level than their students do. Especially the ones, who have confidence in their teaching focus on their feedback more and overemphasize their students' AFL perspectives. Also, they find out that the incongruencies on the issues they have worked on vary between the classes, which is a sign of a significant relationship between a teacher's teaching and formative assessment practice and a student's perception. As a result, the researchers draw a conclusion that teachers with high efficacy and students with low language proficiency are linked to incongruent formative assessment perceptions.

Unlike the studies above, the research carried out by Ayalew (2016) on teachers' and students' perceptions towards the practice of assessment of learning suggests that there are no significant differences between the two. Ayalew (2016) states that after Ethiopian Higher Education Proclamation which includes the objective of "prepare knowledgeable, skilled, and attitudinally mature graduates in numbers with demand-based proportional balance of fields and disciplines so that the country shall become internationally competitive", Higher Education Institutions have undergone major reforms. In order to see these changes, Ayalew (2016) collects data from 24 teachers and 100 undergraduate students in the Faculty of Educational and Behavioral Sciences, Bahir Dar University through questionnaire and interview. According to the results of the study, although teachers and students state some

supportive sides of assessment for leaning such as peer-work, practical attachment, and group or individual assignments, they do not have favourable perception towards the practice of assessment. Both groups see assessment practice in the faculty as theoretical, which causes students to have further practice for an actual job. The results show that necessary principles are not practiced properly and the teachers and the students who take participation in the study, surprisingly, blame each other for unsuccessful practice of the assessment.

Similarly, Asghar (2012) claims that formative assessment, which improves learning, is not emphasized much in the assessment system of higher educational institution in Britain. The system, on the contrary, is controlled by summative assessment. Asghar (2012) refers to formative assessment as a challenging practice which is difficult to integrate into the curriculum. In order to find out experiences, perceptions, opinions and views about formative assessment of the teachers, the researcher makes semi-structured interviews with 9 academics of a British post-92 university through a hermeneutic phenomenological approach. The results of the study suggest that the teachers can integrate formative assessment in their teaching activities although they have different opinions about what formative assessment is. Most of the teachers find the challenge such as the size class and limited time, particularly in feedback, frustrating. Their experiences show that participants plan formative assessment practices depending on their personal choice and the things that can work in the classroom. That is, formative assessment activities are shaped according to the controller in the study. As a result, Asghar (2012) suggests that academics might have a deeper insight into formative assessment and its practices when they consider the effects of assessment as background of teachers.

However, the study conducted on the impact of teachers' beliefs and perceptions about formative assessment in the University ESL Class by Karim (2015) shows that formative assessment has no effect on students if teachers' perceptions and beliefs are not taken into account. Karim (2015) uses an open-ended survey in order to collect the data from 25 Kurdish ESL teachers from different departments of English languages. The results suggest that the English teachers who take participation in the study have positive attitudes towards formative assessment and make an effort to use formative activities in order to promote students' learning. Karim (2015), on the other hand, reveals that the teachers, especially novice ones, have some challenges in implementation of formative assessment to increase

students' learning. Therefore, they need to extend their understanding of formative assessment for an effective learning.

Öz (2014) conducts research on Turkish Teachers' Practices of Assessment for Learning in the English as a Foreign Language classroom in order to examine Turkish teachers' assessment preferences and their assessment for learning practices. The data are obtained from 120 EFL teachers who work in public and private institutions through online self-report Assessment for Learning Questionnaire for Teachers (TAFL-Q). According to the results of the study, most Turkish EFL teachers count on traditional assessment practices such as fill in the blank, multiple-choice, true-false, matching and short answer tests rather than formative assessment activities. Another finding of the study is that based on years of experience, Turkish EFL teachers have different perceptions and practices of assessment for learning. Even though it is used as a trustable assessment strategy by some teachers, some others pass it uncaringly. Taking these results into consideration, Öz (2014) concludes that Turkish teachers need to see the effects of their assessment background on formative assessment and understand the differences between the previous and new assessment practices.

2.6 Students in Formative Assessment

It is not only teachers whose role has changed with formative assessment but also students. In the past, students used to be passive learners, especially in Turkish education, who were expected to take what was being taught and show it in the exam. However, now they are supposed to have an active and explicit role in their own learning and monitor their weak parts on which they need to work (Sadler, 1989).

2.6.1 Students' role. The roles of students and teachers are emphasized in formative assessment equally (Black & William, 1998). Formative assessment requires students to be more independent and take the responsibility of their own learning. Their roles are explained as "to take up teacher feedback to make improvements; and to peer- and self-assess to improve" (Dargusch, 2012, p. 75).

In order to do so, students must see the gap between the desired goals and their present situation by assessing themselves. That is why, self-assessment is seen

as an important part of formative assessment, which enables students to manage their own learning (Chappuis & Stiggins, 2003). By means of self-assessment, students are believed to be "more committed and more effective as learners: their own assessment becomes an object discussion with their teachers and with one another", however, they need "a sufficiently clear picture of the targets that their learning is meant to attain" (Black & William, 1998, pp. 142-143). Needles to say that, teachers are expected to support students in a motivational way in order to have them close the gap. It is possible for students to be unwilling to look for or accept extra help, which might be interpreted as a sign of low ability (Blumenfeld, 1992). However, it might be solved with having good relationships with students. So, teaching students how to assess themselves and providing them some criteria which are prepared in advanced by both teachers and students might affect their learning positively.

Peer-assessment is another cornerstone of formative assessment, which is regarded as an "important complement to self-assessment" (Black & William, 1998). In this process, students are supposed to assess their classmates' work according to the criteria formed by the teacher, or both students and the teacher. The primary aim of peer-assessment is to increase students' awareness in the cognitive and metacognitive process (Brown, Bull & Pendlebury, 1997). Black et al. (2004) explain the importance of peer-assessment as below;

> Peer assessment is uniquely valuable because students may accept criticisms of their work from one another that they would not take seriously if the remarks were offered by a teacher. Peer work is also valuable because the interchange will be in language that students themselves naturally use and because students learn by taking the roles of teachers and examiners of others (p. 12).

It is suggested that peer assessment criteria must be prepared in advanced and offered in a way that students are used to do for an effective peer assessment process. If these criteria are decided by teachers and students together, the process works better (Dochy & Segers, 1999). Similarly, Black and Wiliam (1998) present that students should be trained to assess their peer vigorously on the purpose of improving learning. In short, peer-assessment is a way which gives a rise to student and teacher interaction and makes students see their peers' experience and process.

2.6.2 Students' perceptions. The study done on classroom assessment, a part of formative assessment, by Steadman (1998), which was mentioned in the teachers' perceptions section, shows that 84 % of the students out of 164 believe that their worries and recommendations are "always" and "often" cared about by the teachers, which raises their fulfilment (p.30). The students taking part in the study also have a positive approach to be able to express their opinions, so they show appreciation to the changes in teaching and improved teaching based on their own comments. 40 % state that they get "more" or "much more" engaged with their learning because of classroom assessment (p.30). However, it is stated by some students that they waste their time on classroom assessment as their participation is not graded and they get away from learning. Also, some students claim that they feel forced to be involved in the classroom activities although they prefer to stay silent. Similarly, the study done by Sendziuk (2010) with 73 students on a specific part for formative assessment, self-assessment of academic writing and its efficacy, has mainly positive results. It suggests that students feel motivated to participate in feedback they take and this activity makes them understand the assessment criteria and essentials clearly. Another study conducted in Bachelor Education program in one Australian university by Crossman (2004) shows that many students perceive formative assessment as supportive while some describe it as "busy work" that "wasn't...being marked or anything" (p.578).

In line with the previous studies, Smimou and Dahl (2012) investigate students' perceptions of assessment types used in the classroom in order to find out the relationship among teaching quality, assessment methods, and students' satisfaction. The data used in the study are obtained from 266 students from two different universities. The participants, who are assessed in the classroom through self-evaluation, student-peer evaluation and instructor evaluation types of formative assessment, are given the Student Evaluations of Educational Quality (SEEQ), which "assesses learning and value, instructor enthusiasm, organization and clarity, individual rapport, group interaction, breadth of coverage, examinations and grading, assignments and readings, and workload and difficulty (p.22) and Perceived Teacher Quality (PTQ) in order to understand their perceptions of assessment (p.22). According to the results, students prefer instructor evaluation over peer-evaluation, and prefer peer-evaluation over self-evaluation probably because of shortcomings of the last two such as "unfairness of peer students toward their colleagues, unfair

marks obtained through self-evaluation" (p.30). Besides, students seem less motivated by the used of self evaluation, but more motivated by student-peer evaluation. Still, the instructor evolution is the found which motivates students the most.

A nine-week study done on two different types of formative assessment; an individual written assessment with 17 students and oral assessment with 7 students in a lecture based course through group interviews and written by Weurlander, Söderberg, Scheja, Hult and Wernerson (2012) shows that formative assessments motivate students to study, increase their learning awareness, and affect the processes and outcomes of their learning. The students who participate in the study state that formative assessment makes them feel a little pressured and stressed to be motivated to study for the assessment, which increases their extrinsic motivation and consistent effort. In addition to motivation effects, students are enabled to see their own progress and weaknesses to be improved with the feedback and they obtain clues from the teacher and lesson. Lastly, the students feel that they learn by exchanging their opinions, "either by formulating a written answer to a question in the individual assessment or by expressing their views orally and reasoning aloud during the group assessment" (Weurlander et al., 2012, p.753).

According to Gijbels, Segers and Struyf (2008), students seem to change their learning approaches depending on their perceptions of the requirements of the assessment tasks. The study, at the University of Antwerp, Belgium, is done with a questionnaire in the first, the second, and the final lesson of the teacher training course in which constructivist learning environment is employed. The authors conduct the study in order to investigate students' perceptions of assessment requirements in a constructivist learning environment. The results of the study in which 67 students take part show that students vary their perceptions of assessment demands to "more deep level assessment", however, they seem to form "more surface approaches to learning during the course" (p. 439). In this case, it might be said that assessment demands might change students' perceptions of assessment towards deeper understanding, but not their approaches.

In their research, Pereira, Flores and Barros (2017) analyze the perceptions of undergraduate students in terms of traditional and learner-centred assessment methods and their effects on the learning process. The research which is conducted through a questionnaire consists of 624 undergraduate students in five Portuguese

Public Universities. The results of the research show that the students find learner-centred methods fairer and more effective than traditional types of assessment. In addition to its being fairer and more effective, learner-centred assessment has a positive effect on the process of learning according to the students. Therefore, the students claim that they give more time to study when they are assessed through learner-centred assessment.

Yıldırım (2004) who examines the strategies of assessment at the high school level in Turkey and how they are perceived by teachers and students finds out that short-answer tests and oral tests are the ones which are used the most, respectively. Although most of 531 teachers participating in the study seem content with the strategies used, they advise using alterTurkish types of assessment. The teachers also state that they need help with the assessment design and use. Most of the 818 students, on the other hand, do not think that the tests mentioned above are enough to assess their performance. They state that they need to be given frequent tests to get prepared better. The students who take part in the study conducted by Struyven, Dochy, Janssens (2005) seem to have similar concerns. The study shows that students' perceptions of assessment have a great influence on their approaches to studying and learning, and vice versa. In terms of traditional assessment types, students seem to favour multiple-choice although it encourages surface learning. As for alterTurkish assessment, students bring the question of "fairness" and state that such kinds of assessments encourage them to learn more deeply if implemented fairly (p.337). Yet, Struyven, Dochy, Janssens question if students really elaborate deep approaches to alterTurkish assessment, and suggest that students perceive alterTurkish assessment individually and personally.

Similarly, in their study, Healy, McCutcheon and Doran (2014) examine the undergraduate students' views on eight assessment activities; end-of year examinations, in class tests, essays, multiple-choice questions, presentations, group work, case analyses and role play. They collect the data through a survey from 100 students in the final year of one university. The results of the study show that most of the students see assessment as a process which encourages the activity rather than a passive grade. While students have some negative opinions about the traditional ways of assessment (if implemented ineffectively) resulting from "lack of feedback, problems with bunching of assessments, and perceived lack of relevance to the learning outcomes", most of them show that they value alterTurkish formative

assessment types such as presentations and case studies "as a means of developing skills, and to a lesser extent understanding of the subjects area" (pp. 479 - 480). Yet, the students refer that the problems of the design and implementation of the alternative assessments such as grading of group work cause them to be ineffective.

Another study conducted on students' perceptions of the role of assessment at higher education by Lynam and Cachia (2017) suggest two themes; teacher factors; type of assessment and timeliness; student factors; academic maturity and emotions to comprehend the students' views on the assessment. When looked into the type of assessment part, which is being discussed in this thesis, the results show that assessment with low predictability refers to stress but encourages deep approach while assessment with high predictability lessens stress and workload, but encourages surface approach to learning. Besides, it is found out that students prefer student-focused assessment which increases their engagement. They are in favour of assessments which "built on their skill set; involved an element of choice and creativity; and were associated with a balanced workload" (p.9). In addition to that, assessments which are relevant to students' career goals and improve their skills are appreciated more.

In line with the previous study, Watering, Gijbels, Dochy and Rijt (2008) carry out a study in order to comprehend preferences and perceptions of students and their effects on students' performances. The authors obtain data from the first year students at a Dutch University, who work on a specific course theme for 7 weeks. They work twice a week for 2 hours in small groups; 2 hours a week in bigger practical classes and 2 hours a week in large class lectures. They are assessed soon after the course by multiple choice questions and essay questions. The results of the study show that the students prefer both traditional and alternative assessment with the use of supporting materials and tasks assessing cognitive processes. In regard to the students' perceptions of assessment, the results of the interviews suggest that some students state they do not try to use their problem solving and skill knowledge in multiple-choice questions because they are not supposed to use them in the exam. According to the authors, a lot of students "need help in building up a matching perception of what is assessed by means of the assessment formats that are used" (p. 656). Using "example of assessment items" and examining students' answers might not be enough to help them out.

Another study conducted by Kaur, Noman and Awang-Hashim (2017) claim that students with different level of goal orientation have different perceptions of the classroom assessment in higher education. The researchers collect data from 41 master students at a Malaysian public university through a questionnaire and semi-structured interviews with 10 students (5 from each group), and categorize the students according to the level of their goal orientation; 22 in the mastery goal orientation and 19 in the performance goal orientation. The results show that mastery oriented students perceive assessment as a long process which consists of some stages such as "classroom instruction, revision, preparation for examination, writing examination, getting to know the outcomes and working on it later on" (p. 5). Most of them refer to feedback as an opportunity to improve their learning. Besides, they state that formative assessment activities, which require more effort and thinking skills, are effective because the assessment procedure gets them prepared for real life difficulties. Lastly, they refer assessment to positive feelings such as motivation and stimulation. The students in the performance group, on the other hand, see assessment "as a way to achieve grades, earn credit and even to prepare them for final examination" (p. 5). They seem curious about the grades but not about the feedback process. Besides, they have some positive ideas about the less difficult assessments which do not take much time and effort rather than formative assessment process as they do assessments to achieve the course requirements. This group also connects assessment with "anxiety and stress and provoking activity" (p.7). As a result, the study shows how students' perceptions of assessment are influenced by their goal orientation.

MacLeannan's study (2001), whose teachers' perception results are discussed above, claims that students' view on formative assessment as a "depressing one" (p. 317). According to the results of the study, the students have limited understanding of assessment and do not see it as a way of improving their learning. Most of them perceive assessment as a means of evaluating their achievement level. They do not think that assessment provides them with opportunities to promote their learning. As a result, MacLennan (2001) offers that assessment practices might achieve their goals only when students' learning is centred by teachers and students themselves.

The study conducted on students' perception of frequent assessments and its relation to motivation and grades in a statistics course by Vaessen et al. (2017) reveals a different perspective towards the assessment. The participants of the study

who are surveyed through a questionnaire are 219 undergraduate students in a technical university in the Netherlands. These students are assessed by a means of weekly assessments, an assignment on regression analysis, and the final examination, which are planned as assessment for learning. The data obtained after all these assessments show that students have little intrinsic motivation for studying, which is interpreted as a result of the course itself. That is why, the researchers suggest engaging students with formative assessments. Besides, it is claimed in the study that students have biased perceptions of frequent assessment depending on their grades. Moreover, more than half of the students do not see frequent assessment as a way of improving their learning. Lastly, a small number of students state that they experience positive effects; "less stress and more self-confidence" or negative effects "more stress and less self-confidence" depending on frequent assessment.

Some case studies one of which is on the enactments of formative assessment in English language classrooms by Chen, May, Klenowski and Kettle (2014) are conducted on formative assessment, as well. The researchers of the case study investigate the issue after the insertion of formative assessment into the existing summative assessment of College English. They examine English language teachers and learners in order to analyze the changes happening during the insertion in two universities in China. The data was obtained through classroom observations of the two experienced teachers, a semi structured interview with each teacher and 10 students. The results of the study show that formative assessment practices of the two teachers with similar educational background are different from each other, particularly in feedback focus. The students, on the other hand, claim that they do not feel actively engaged in peer and self-assessment whose usefulness is found doubtful. According to Chen et al. (2014), the students' dependence on the teachers who are perceived as the source of valuable and trustable feedback shows their traditional perceptions limit their own active role in learning.

Xiao and Carless (2013) examine students' views of English language assessment in a high school in China by means of draw-a-picture technique and interviews. The data obtained from 29 students show that positive and negative feelings are invoked for both summative and formative assessment. 26 drawings which picture assessment as improving students' learning are coded as formative assessment; "formative potential-teacher support", "peer feedback" and "student follow-up" (p. 7). The results show that the students feel motivated and encouraged

by "indirect and less forceful feedback" which helps students have future goals rather than "direct criticism" (p. 13). Also, most of them favour teachers' feedback more than peer feedback as it is believed to be more helpful for improvement. As for student follow up, most of them seem to take follow up actions even after negative reports.

Lastly, the research conducted by Cheng, Wu and Liu (2015) investigates Chinese university students' perceptions of assessment tasks and classroom assessment environment in the context of teaching English as a foreign language. The researchers defend that extensive understanding of assessment tasks and classroom assessment environment is required for a successful assessment framework in China since summative assessment is prominent in the country. They collect data from 620 university students from three universities in China through two different questionnaires. The results of the research show that although the students believe that assessment tasks are connected to the things they learn in the classroom, their assessment results do not show their effort fairly. Also, informing students about the goals and objectives of the lesson and how they are assessed are found supportive by the students as they may support the learning and mastery environment.

Lastly, Koul, Fisher and Earnest (2006), whose study is about the relationships among students' perceptions of their assessment, classroom learning environment and academic self-efficiency, reflects a general student perception of assessment. In the study -which lasts three years- Perception of Assessment Task (PAT) is conducted to 470 students from eighth, ninth and tenth grades in three Australian schools. For this study, the authors develop a five-scale instrument, Students' Perceptions of Assessment Questionnaire (SPAQ). The collected data show that the perceptions of the students are differentiated based on different scales, but there is no differentiation between the students' task assessment perceptions. Also, it is indicated that there is an association between students' assessment task perceptions and academic self-efficiency. On the other hand, according to the results, there is no statistically significant difference between students' perceptions based on their sex. This study has shed a light on the upcoming studies since then.

Chapter 3
Methodology

3.1 Overview

This chapter describes the methodology of this study under the title of research design, participants, setting, data collection instruments, data analysis, trustworthiness, and the limitations and the delimitations of the study.

3.2 Philosophical Paradigm

Paradigm is defined as the principle system or a global perspective which leads the research (Guba & Lincoln, 1994). There are two research paradigms which are mostly used by the researchers; quantitative and qualitative. According to Creswell (2003), the researcher is expected to ask specific questions to collect quantitative data which can be measured and observed. The instruments that might be used in quantitative research are standardized tests, checklists, survey questionnaires which offer numerical data to the researcher. As a result, the data is analyzed by the help of statistical procedures such as true experiments, quasi-experiments, specific-single subject experiments, correlational studies and surveys which offer "information to address the research questions or hypotheses" (Creswell, 2003, p.15). That is why, it is believed that quantitative data provide unbiased and objective information as the researcher's opinions and feelings are not included in the numerical data.

Qualitative data, on the other hand, focuses on more social events, experiences, interpretations of the information with the purpose of understating the phenomena in its natural environment. Creswell (2003) states that the research is expected to center on a problem which can be explained through exploration. So, the data is collected through "protocols" such as "interview protocols" in which four or five questions are asked or "observational protocols" in which participants are observed and noted (p. 17). The data provided by qualitative research designs such as ethnographic, grounded or phenomenological studies are not numerical but

narrative with some codes to interpret.

The third research design recently used is mixed method, which is defined as "procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies" (Creswell, 2003, p. 22). The researcher using this design aims to collect both quantitative and qualitative data for a better understanding of the issue.

3.3 Research Design

The purpose of this case study is to examine the Turkish and international adult EFL students' perceptions of formative assessment, how it affects their perceptions of language learning process and how teachers perceive these students' perceptions. The study was conducted with 56 freshman students in a Modern Languages Department of a foundation university. In order to have reliable results, the number of the students in nation and sex was kept equal. Although the nature of the study sounds like more qualitative, both qualitative and quantitative research designs were adapted to reach better insights into the issue. Combining two research designs was expected to offer more understandable picture of the investigation results.

Of all the types of qualitative research design, some of which are ethnographic, case studies, phenomenological and grounded theory (Creswell, 2003), phenomenological study was focused in this study as it would provide more relevant data to the issue. For the first and second question, the researcher employed semi-structured interviews with 20 students; for the third question, focus group interview was conducted with 5 teachers who taught the participant students in the present study.

Quantitative research can mainly be divided into two categories; experimental or non-experimental depending on the manipulation of the variables. The latter one was preferred in the study as it was aimed to obtain the real perceptions of the students. For the second question, the participants were given a survey. For the third question, 5 instructors who taught the students participating in the study were given the same survey in order to create more perspectives on the issue.

In short, the present case study employed mixed method design; qualitative data through semi structured and focus group interviews, quantitative data through a survey.

3.4 Setting

The present case study was conducted with 28 Turkish and 28 international adult EFL freshman learners in a Modern Languages Department of a foundation university in İstanbul. Since the medium of the language in most of the departments is English, the students who intend to study in this institution are expected take placement exam first. The students who are found to be B2 level in the placement exam take proficiency exam. The ones who pass the proficiency exam can start taking courses in the department, however the ones who fail, are placed in different levels according to their success.

The overall aim of the program is to raise students who can use English for the academic purposes during university life and after graduation. The freshman students are given ENG 101 Communication Skills and Academic Report Writing I 4 hours a week during 14 weeks in the first term, aim of which is to develop the students' reading, writing, speaking and thinking skills in an academic context and to help them use these skills for the studies in their departments. In this course, the students study on reading and analyzing academic text, developing a summary paragraph and giving a presentation. There is no particular coursebook studied; the lesson is conducted through materials prepared by the responsible instructors before the term starts. The teachers try to be standard by sharing opinions in weekly meetings. They are to give feedback to students (instant feedback if possible) inside or outside the class for graded or non-graded assignments or assessments. Besides, the teachers are supposed to follow the syllabus and use the materials sent by the coordinator. Nearly more than half of the materials sent by the coordinator include peer and self- assessment documents to be used in the classroom. It should also be stated that each teacher is free to prepare materials for the lesson and share it with their colleagues.

In this program, the students are assessed through two exams; mid-term and end-of-term, and in-class assignments; a quiz on paraphrasing, a summary of an article and a presentation on their favourite movie. The percentages of grading are 30

%, 40 %, 10 %, 10 % and 10 %, respectively. The passing grade is 50; the students who can collect 50 out of 100 including all the assessments succeed the lesson, which is stated in the assessment and grading system of the program (See Appendix F). The teachers hold standardization meetings to grade the students' in-class assignments. They give feedback for each graded assessment in the lesson of the same week to be standard. Lastly, there is no attendance limit or mandatory attendance for the lesson; however, the students are informed that they are required to attend the lesson to get the utmost benefit.

3.5 Participants

For the purpose of this study, the data were gathered from 56 EFL freshman students, the half of whose was not Turkish. The number of different sex in two groups was kept equal; 14 female and 14 male students. The study was conducted with the first year students as it was the group who encountered academic English lesson for the first time; so who could analyze formative assessment more objectively. The reason to examine the students of one particular foundation university was to eliminate the differences of education system applied in various universities. As every and each students' perceptions might show differences depending on the many variations such as teacher, teaching environment and system, the researcher aimed to see the perceptions of the students who went through the similar system. Since there was no attendance limit or mandatory attendance, the data were collected from the ones who attended the lesson regularly.

As mentioned before, formal education in Turkey consists of 4 main steps which are called as "pre-primary education, primary education, secondary education and higher education" (The Higher Education System in Turkey, 2014, p.5). Although students in Turkey have started English lessons in the second grade recently, the older ones used to take it in the third, fourth grade or even the secondary education before. The Turkish students participated in the present study mostly started taking English in the third or fourth grade. The international students, who were from the different places in The Middle East, on the other hand, seemed to be learning English actively for many years. They started using English from the very early ages in their daily life and taking the lesson at school as soon as they started.

The demographic background of the students and teachers showed some similarities and differences. It was essential to state that none of the students were retaking the lesson, though. All of the participants volunteered to take place in this study. The following table summarizes the demographic background of the participants:

Table 3

Demographic Background of the Participants

Students			
Themes	Subthemes	Frequencies	Percentages
Age	17-20	45	80.2
	21-24	7	12.6
	25-27	4	7.2
Sex	Female	28	50
	Male	28	50
Nationality	Turkish	28	50
	International	28	50
Education	State High School	40	71.14
	Private High School	16	28.16
Years of English Learning	5	8	14.3
	6-10	19	33.9
	11-15	23	41
	More than 15	6	10.7
Faculty	Faculty of Engineering and Natural Sciences	21	37.5
	Faculty of Architecture	14	25
	Social Sciences	10	17.9
	Faculty of Business	5	9
	Faculty of Law	5	8.9
	Faculty of Pharmacy	1	1.8
Teachers			
Themes	Subthemes	Frequencies	Percentages
Age	23-30	3	60
	30-35	2	40
Sex	Female	3	60
	Male	2	40
Nationality	Turkish	5	100
Education	Anadolu University (ELT)	2	40
	Bosphorus University (ELT)	1	20
	Uludağ University (ELT)	1	20
	METU (ELT)	1	20
Years of Experience	3-5	2	40
	5-8	3	60

The other participants of this study were 5 English Language Teaching instructors who work at Modern Languages Department of the same foundation university. These were the instructors who were teaching the students taking participation in this study. The instructors offered Communication Skills and Academic Writing I course to freshmen for four hours weekly. Each instructor had sixteen hours of teaching a week. They also fulfilled some other tasks for professional development in terms of performance appraisal system which they were liable for. The age range of the instructors varied between 27- 35 and teaching experience ranged from 3 to 8 years. All of them were a graduate of ELT departments of different universities and worked at different foundation universities since they graduated.

3.6 Procedures

3.6.1 Sampling. A sample is defined as "a subgroup of the target population that the researcher plans to study for generalizing about the target population" (Creswell, 2003, p.142). Sampling is the process or way of choosing an appropriate sample, or a part of group who can represent the whole group in order to find out some specifications or characteristics of the participations (Mugo, 2010). Therefore, it is essential in sampling to select a group who might be representative of the whole population. Sampling process is classified in two main categories; probability and non-probability sampling. Probability sampling requires a random selection, which means that each and every unit in the population has equal chance to be chosen in the study. Random, systematic, stratified, stage and cluster sampling are the types of probability sampling.

The present case study employed non-probability sampling since choosing participants randomly would not provide the researcher with the necessary data to analyze. Therefore, convenience sampling, a sub-category of non-probability sampling, which is choosing easy accessible participants, was used in this study to collect data.

3.6.1.1 Non-probability sampling. Non-probability sampling requires a non-random selection, which means that the chances of being chosen of each unit are not the same. Non-probability sampling includes convenience, purposive, sequential, quota and snowball sampling.

3.6.2 Data collection instruments. In the present study, data were collected through 3 different sources; semi-structured interviews, questionnaires and focus group interviews. Semi-structured and focus group interviews provided qualitative; questionnaires provided quantitative data.

3.6.2.1 Semi-structured interview. Interviews with the participants might provide more insights into the issue enabling the researcher to see a more holistic picture of the investigation. There are three types of interviews which are named as structured, semi-structured and unstructured. Fontana and Frey (2005) state that structured interviewing "refers to a situation in which an interviewer asks each respondent a series of pre-established questions with a limited set of response categories" (p.363). It includes almost no variation. Semi-structured interviewing is "more flexible" with questions which are more open to be changed depending on the answers of the participants (Zhang & Wildemuth, 2009, p.1). A broader comprehension, however, might be obtained through unstructured interviewing according to Fontana and Frey (2005).

A semi-structured interview was held with 20 freshman students (equal number of nationality and sex) in this study as it was more appropriate for the purpose of the first research question. It was aimed to ask flexible questions which could guide them to include some other relevant questions during the interviews. 8 interview questions were adapted from the questionnaire which was used by Mugisha (2010) in order to understand students' perceptions of formative assessment (See Appendix A).

The same 20 freshman students, who took participation in the first interview, were interviewed semi-structurally for the second research question, as well. The interview questions were adapted from the interview questions of Ho (2014)'s research dissertation. The students were asked 5 questions which could provide more detailed information for the second research question (See Appendix C).

3.6.2.2 Questionnaire. Questionnaires are important tools used in quantitative designs. According to Creswell (2003), "important beliefs and attitudes of individuals, such as college students' beliefs about what constitutes abusive behaviours in dating relationships" might be identified through questionnaires (p.376). The main two types of surveys are cross sectional and longitudinal, which have different purposes. Cross sectional surveys are used to collect data at a point in time and it offers information about the participants' present beliefs, opinions or attitudes. However, longitudinal surveys are used to collect data over time which provides information to see the changes (Creswell, 2003). In this study, cross sectional surveys are preferred to collect the quantitative data.

The questionnaire conducted to 56 students (equal number of nationality and sex) had two parts; the first part included questions which were used to obtain the demographic information of the students. These questions were categorized into two groups; personal information questions such as age, sex and nationality, and educational background questions such as high school, preparation school, and English learning experience (See Appendix B, part 1).

The second part of the questionnaire used in this study was adapted from the study of Vaessen at al. (2016) which is "Students' perception of frequent assessments and its relation to motivation and grades". The researchers piloted the study in order to measure university students' perceptions of frequent assessments in a compulsory lesson. The questionnaire consisted of 18 items and four factors, designed by the researchers on some considerations after being piloted. It was a five-level Likert type scale ranging from strongly disagree (1) to strongly agree (5).

In attempt to adapt the questionnaire to the present case study, a principal component analysis (PCA) was used to match the items with some factors. A principal component analysis (PCA) with varimax rotation resulted in four factors. As the one item did not load on any factors, the researcher preferred to leave it out (item 16). An examination of the Kaiser-Meyer Olkin measure of sampling adequacy showed that the sample was factorable (KMO=.708).

The reason for choosing and adapting this questionnaire was that it had totally the same motive to measure students' perception. Although many other questionnaires focus on "teachers' positions" in formative assessment, this questionnaire enabled the researcher to have some opinions on how the adult EFL students see and use formative assessment in their language learning process. And

the considerations formed by Vaessen et al. (2016) were a great source for the researcher to see the effects of formative assessment on adult EFL students' language learning process. For this purpose, the adapted version of the questionnaire of Vaessen et al. (2016) was given to 56 students for the second research question (See Appendix B, part 2).

The same questionnaire was given to 5 teachers who taught ENG101 course to the participants for the third research question. They were asked to answer the questions on the basis of regularly attending students (See Appendix D).

3.6.2.3 Focus group interview. As mentioned above, in order to obtain data, interviews with the participants are used by many researchers. It is obvious that interviewing allows the researcher to see a more holistic picture of the investigation. For this purpose, a focus group "a group comprised of individuals with certain characteristics who focus discussions on a given issue or topic" was employed by the researcher for the third question (Anderson, 1990, p.241). Focus group interviews offer a more real life environment to the participants in which they affect and are affected by the group members (Casey & Krueger, 2000).

In the 15th week, a focus group interview for the third research question was held with 5 English language teachers of the participant students as they are the ones who share the similar characteristics with the same objectives. It was aimed to obtain different perspectives about the perceptions of the students since the teachers were the real observers of their students. The interview questions were the same questions which were adapted from the interview questions of Ho (2014)'s research dissertation. They were reworded to be presented to the teachers (See Appendix E).

3.6.3 Data collection procedures. The data for the present study were collected from a foundation university by means of a paper survey, semi-structured and focus group interviews. Prior to this research, the permission of the director of the institution department was taken. Having granted the official permission for the interviews and survey, some freshman students were asked to participate in semi-structured interviews. The students who accepted to be a volunteer to participate were interviewed for the first question in the 11th week through the end of the term. The necessary appointments were arranged for 20 students (10 Turkish and 10 international) from different sections taking their lesson timetable into consideration.

Before the interviews, the students were asked to fill in a paper which asked for their consent for the interview and recording. They were all informed that the recording would be deleted as soon as the data was analyzed. The interviews with international students were done in English; however, Turkish was the medium of language for Turkish students as they stated that they could express themselves better in their mother tongue. Each interview lasted for approximately 10-15 minutes. At the end of the interviews, the students were asked if they would like to participate in another interview which would take place in the 13th week. The same students were appointed to meet for the second interview.

As for the survey, the questionnaire with an introductory explanation of the purpose and usefulness of the study on the first page was delivered to the students in different sections in the 13th week when all the assignments were over. Then, the students were informed about the formative assessment; what it meant and how it was meant to be used by the instructors. They were also given information about five-point Likert scale survey and how to fill in the questionnaire. It was reminded to the students that volunteering was the basis of the survey and the data were collected in an anonymous way by only giving some demographic information. The survey questions were given both in English and Turkish so that there would be no misunderstanding. In total, 63 questionnaires were obtained from different sections. In order to obtain data from different sections, 10-12 questionnaires, including Turkish and international students, from 5 sections were selected randomly and 56 questionnaires were analyzed. After the surveys were completed, the researcher interviewed with 20 students on different days in the same week. Each interview took approximately 10 minutes.

In the 15th week of the term when all the lessons and grading procedure ended, 5 ENG 101 teachers who taught the students participating in the study were asked to answer the same questionnaire. The questionnaire had two categories; one for nationality, one for sex. The teachers were requested to answer the questions for Turkish and international students with regard to their sex by considering the ones who attended the classes regularly. The data were collected in the same way as from the students. All 5 teachers agreed on volunteering in the study.

After the surveys were completed, focus group interview took place with the same teachers in the same week. Before the interview, the teachers were asked to fill in a paper which asked for their consent for the interview and recording. They were

all informed that the recording would be deleted as soon as the data was analyzed. For the interview, the participant teachers and the researcher came together in an empty and quiet class. Turkish was the medium of language for the interview as they stated that they could express themselves better in their mother tongue. The interview lasted for approximately 45 minutes.

    3.6.4 Data analysis procedures. The data collected for the present study were analyzed both qualitatively and quantitatively in order to have a broader insight into the issue.

    The qualitative data gathered from semi-structured and focus group interviews were analyzed through pattern coding (Miles & Huberman, 1994). First, the recordings of semi-structured interviews and focus group interview were transcribed word for word and checked a couple of times. An English teacher was asked for proofread the transcribed data for a cross-check. Then, some specific words and short phrases from the interviews were identified as summative themes. These summative themes were used as inferential codes of the interview which enabled the researcher to form some categorizations of the ideas. The same technique was implemented for all the interviews made for the present study.

    The quantitative data obtained from the surveys were analyzed using SPSS (Statistical Package for the Social Sciences) for the present study. A principal component analysis (PCA), Descriptive analyses, and Independent T-test were carried out for the evaluation of data. For principal component analysis, negative items were reversed to obtain valid data.

3.7 Trustworthiness

    A researcher must ensure the accurateness of the findings and interpretations throughout the data collection and analysis process (Creswell, 2003). According to Guba and Lincoln (1985), this accurateness, namely trustworthiness, is achieved in credibility, transferability, dependability, and conformability of the study.

    Credibility, which refers to internal validity, is the correctness or accurateness of the findings of the study. There are several strategies used to validate the credibility of the findings such as triangulation, member checking, and random sampling (Creswell, 2003). In order to ensure credibility in the present study, the

students who attended the lessons regularly were asked to participate in the study. Also, the ones who were willing to participate were included as the volunteering was the prominent basis. So, the data collected from the participants were expected to be sincere and objective. Besides, triangulation and member checking were used to analyze the collected data in order to come up with valid information.

Transferability, which represents external validity, is the applicability of the findings in different context. It provides generalizations of the test results to larger groups. In the present case study, the participants were chosen from one institution in order to make sure that formative assessment was implemented in the classroom. They were the representatives of the target population. Hence, the results of the study can be generalized to other groups in similar conditions although the number is not too big.

Dependability of the findings is the consistency of the results, which addresses if the study would provide the same or similar results with the same participants and methods. It is the way to make sure if the results could be repeated. Data collection through various tools and analysis process were represented in detail in the present study in order for dependability.

As for conformability, it refers to objectivity or neutrality of the findings. It is achieved by providing findings free from bias. In order to ensure conformability, an objective researcher should conduct a study free from manipulation with participants without biased ideas. In the present study, the researcher implemented triangulation and member checking so as to provide conformable results.

3.8 Limitations

The present study had some limitations to be taken into consideration. These limitations might be considered for further studies.

The very first limitation of this study was the number of the participants, which was 56. As no attendance was taken in ENG 101 lesson in the institution, most of the students did not attend the lesson regularly. The students who freed from the preparatory or high schools mostly neglected the ENG 101 classes. Therefore, it was a challenging process to find students who attended the lesson and who were willing to participate in the survey, which limited the number of the students. Reaching more

participants could increase the reliability of the findings in terms of generalization of the results.

Another limitation of the study was the existence of different teachers. No matter how sure the researcher was that the institution and the teachers tried to employ standard education in formative assessment, the fact that there were differences in teaching style and characteristics of the teachers could not be denied. This fact might have affected the students' perceptions of formative assessment and their formative language learning process.

Lastly, this study presents the students' perspectives of formative assessment and its practices, which means that the data draw conclusions on the perspectives of the students, not on the teachers'. Owing to this scope of the study, the voice of the teachers about their own perceptions of formative assessment is not presented in the study.

It was aimed to deal with these limitations by using triangulation and data from various classes taught by different teachers.

3.9 Delimitations

In addition to the limitations, the present study came up with some delimitations, which are neither good nor bad, but might offer some ideas for further studies.

First of all, the participants, freshmen, were believed to be the representatives of the target population. They were the ones who were taking ENG 101 for the first time and attending the classes regularly. The students who were retaking the lesson were eliminated, because they might have had some biased ideas about the lesson. Therefore, the target population was narrowed down to the first year students of the institution.

Besides, the present study examined the adult EFL students' perception of formative assessment in only one institution to make sure that all the students went through the same or similar educational system.

The last but not the least, this study is believed to be significant since it might fill in a considerable gap in the literature, especially in Turkish context on the study of EFL adult students' perceptions of formative assessment. It might offer a picture for a better and effective use of formative assessment in English teaching in Turkey.

Chapter 4

Findings

4.1 Overview

This chapter covers the results of the present case study concerning the Turkish and international adult EFL students' perceptions of formative assessment and how it affects their perceptions of language learning process. In order to reach the aim of the study, the research questions below were prepared and addressed.

1. What are formative assessment perceptions of Turkish and international adult EFL students?
2. How does formative assessment affect Turkish and international adult EFL students' perceptions of their language learning process?
3. What are teachers' perceptions of Turkish and international adult EFL students' formative assessment perceptions?

4.2 Results

As the questions required both qualitative and quantitative data, semi-structured interviews, focus group interview and a five-level Likert type questionnaire were conducted at the foundation university through the first term in 2017-2018 education year. As a whole, the results of each research question were analyzed in detail.

4.2.1 The findings of semi-structured interview about the students' perceptions. In order to answer the first research question, 20 EFL students, 10 Turkish and 10 international, were asked 8 questions about formative assessment. Each question and answer was analyzed in detail.

4.2.1.1 The reasons of assessment. The first question was asked to find out how the students perceive assessment generally, and what their perceptions of the reasons of assessment. The results showed that the Turkish and international students

had different perceptions of assessment.

Table 4

The Reasons of Assessment According to the Turkish Students

Description	Frequency
Grading	6
Evaluation	5
Understanding how much students learn	4
Knowing more about students	3
Identifying student's strengths and weaknesses	3
Improving students	3
Helping students	2

The majority of the Turkish students believed that the reason why they were assessed in their English lesson was more about grades. Especially male students tended to associate the reason of assessment with grammar evaluation and grading. They stated that teachers assessed students in English in order to understand how much they learnt, and get them prepared for the next exams. The following quotations from male students explain their point better;

Teachers assess us in English to make us learn better because we study for the exam (Student 9, Male, November 22, 2017).

Teachers assess students in order to grade them. Assessment is a way to evaluate student's knowledge of the subject (Student 7, Male, November 21, 2017).

We are assessed in English lesson so that teachers can understand if we learn grammar, and how much we learn (Student 6, Male, November 22, 2017).

The following quotations from female students, which were more about learning but still grade-focused show their perceptions;

We are assessed in English so that we can evaluate ourselves, see our weaknesses, work on them and get better grades (Student 1, Female, November 21, 2017).

Teachers assess students in order to evaluate how much they learn and help them with their weaknesses (Student 5, Female, November 21, 2017).

Table 5

The Reasons of Assessment According to the International Students

Description	Frequency
Evaluation	7
Identifying student's strengths and weaknesses	7
Helping students	6
Knowing more about students	6
Improving students	4
Understanding how much students learn	1
Grading	0

On the other hand, many international students stated that the reason why teachers assessed them in their English course was to evaluate their knowledge and identify their strengths and weaknesses. They, mostly females, believed that teachers knew more about their students through assessments, and helped students to improve themselves. Most of them also stated that they themselves made use of the exam results to see their weaknesses and strengths.

The quotations below clarify the international students' perceptions better;

Teachers assess students in this course in order to improve them, understand where they are, and see their weaknesses (Student 12, Male, November 23, 2017).

Teachers give us assessment so as to know strengths and weaknesses of the students and inform us about them. It is for improvement (Student 14, Male, November 21, 2017).

We are assessed in English so that teachers can help us with our weaknesses and put us in the right way (Student 17, Female, November 21, 2017).

The responses showed that the Turkish students, particularly males, saw assessment as a tool which graded their amount of learning while the international ones, particularly females, perceived it as a way of evaluation which enabled them to improve themselves.

4.2.1.2 Graded / non-graded assessments. The second question aimed to exploit the students' awareness of non-graded assessment. According to the answers, although all of the international students interviewed were aware that there were non-graded assessments during the lesson, some Turkish students were not. The examples of graded and non-graded answers given by both groups were quite different.

Table 6

Graded / Non-Graded Assessments According to the Turkish Students

Theme	Subtheme	Frequency
Assessments	Only graded	4
	Graded and non-graded	6

4 Turkish students, equal in sex, believed that all the assessments done in the classroom consisted of quizzes, in-class graded homework and exams. The rest stated that discussions, practices (in all skills), questions, and worksheets were non-graded assessments used by the English teachers.

Table 7

Graded / Non-Graded Assessments According to the International Students

Theme	Subtheme	Frequency
Assessments	Only graded	0
	Graded and non-graded	10

All of the international students interviewed thought that they had graded and non-graded assessment in English lesson. Graded assessments were in-class graded homework and exams. Non-graded assessments included discussions, practices (in all skills), questions, and worksheets.

The answers showed that nearly half of the Turkish students ignored the formative assessment practices in the lesson by focusing on the graded ones; however, all of the Turkish ones were quite sure that all the activities undergone by the teacher were a way of assessment.

4.2.1.3 The purpose of formative assessment. In this part, students were asked to explain the purpose of formative assessment. The answers revealed that both the Turkish and international students had similar perceptions of formative assessment with different focuses.

Table 8

The Purpose of Formative Assessment According the Turkish Students

Description	Frequency
Diagnosing strengths and weaknesses of students	8
Motivating students	7
Grading achievement	6
Increasing motivation in the classroom	2
Making students see where they are	2
Adjusting teaching appropriately	2

Most of the Turkish students claimed that formative assessment practices were used for diagnosing their strengths and weaknesses, and for motivating them so that they could get better grades. However, very few stated that it was also implemented to make them understand where they were. Some quotations from the Turkish students are like:

Teachers address formative assessment in English so as to motivate us. This way, we can get better grades. Grades are very important (Student 6, Male, November 22, 2017).

Formative assessment makes us study more effectively. It is implemented to identify our weaknesses. Grading does not give anything to the teacher but identifying our weaknesses helps the teacher adjust her lesson (Student 4, Female, November 23, 2017).

Table 9

The Purpose of Formative Assessment According to the International Students

Description	Frequency
Diagnosing strengths and weaknesses of students	9
Making students see where they are	8
Motivating students	6
Increasing motivation in the classroom	5
Adjusting teaching appropriately	4
Grading achievement	0

Nearly all of the Turkish and international students shared the same idea on the main purpose of the formative assessment; diagnosing strengths and weaknesses of the students. However, the international students seemed more aware that diagnosing such things was used to make them see where they were, and some shared opinions are:

Formative assessment is used to help students more, and to identify the problem. When a teacher identifies the problem, it is easier to help students.

The other students might have the same problem. So, helping one student turns into helping many students at once (Student 12, Male, November 23, 2017). Formative assessment makes students see their strengths and weaknesses (Student 19, Female, November 23, 2017).

According to the answers given by both groups, it might be seen that their perceptions of formative assessment were close to each other but the Turkish students, especially males, with grade focus and international students with improvement focus. There was no difference among the international ones with regard to their sex.

4.2.1.4 The assessor or assessors of formative assessment. This question aimed to see the students' assessor perceptions in the class. Based on the data collected, it was seen that both Turkish and international students perceived the teacher as the main assessor. Although only 1 female student from each group saw herself as an assessor, half of the international students, which was more than the Turkish students, saw their friends as assessors. There was no significant difference with regard to the students' sex.

Table 10

The Assessors of Formative Assessment According to the Turkish Students

Theme	Subtheme	Frequency
	Teacher	10
Assessors	Peer	2
	Self	1

Although all of the Turkish students saw their teacher as an assessor, very few of them interviewed perceived that they themselves or their friends assessed each other in the lesson.

Table 11

The Assessors of Formative Assessment According to the International Students

Theme	Subtheme	Frequency
Assessors	Teacher	10
	Peer	5
	Self	1

Quite similarly, all of the international students saw the teacher as an assessor. However, the international students noticed the peer activities better and perceived their friends as assessors who could assess and help them during the lesson.

The responses showed the critical need of the both groups to develop their self-assessment and peer-assessment awareness. Their awareness of self-assessment and peer-assessment in formative assessment needs to be considered carefully.

4.2.1.5 Occurrence of formative assessment. In this part, the students were asked how often they perceived that they were assessed during an English lesson hour. The answers revealed that most of the Turkish students felt like they were assessed in a specific part of the lesson while nearly all of the international ones believed that assessment was spread throughout the lesson.

Table 12

The Time of Formative Assessment According to the Turkish Students

Theme	Subtheme	Frequency
Occurrence	Sometimes (after the input is over)	7
	During the lesson	2
	Sometimes (at the end of the lesson)	2

More than half of the Turkish students felt they were assessed when the input part was completed. There was no sex difference. The sample answers defined the Turkish and international students' general perception of formative assessment timing:

At the beginning of the lesson, the teacher asks some questions, but it is not for assessment. The questions and activities after the input is over are the ones used for formative assessment (Student 3, Female, November 21, 2017).

Table 13

The Time of Formative Assessment According to the International Students

Theme	Subtheme	Frequency
	During the lesson	9
Occurrence	Sometimes (at the end of the lesson)	1
	Sometimes (after the input is over)	1

On the other hand, nearly all of the international students felt being assessed during the whole lesson, which showed that they saw formative assessment function better.

We are assessed any time with any questions or activities during English lesson (Student 14, Male, November 21, 2017).

The responses showed that most of the Turkish students somehow ignored the assessment facilities at the beginning and the end, namely the whole lesson, and centred on the activities after the main objective was completed. However, almost all of the Turkish students perceived the formative assessment functions during the whole lesson.

4.2.1.6 *The reasons of feedback given by the teacher.* With this question, it was aimed to see what the reasons of feedback were for the students. Both the Turkish and international students thought that they were given feedback in order to make them see their weaknesses and strengths, and work on them. It was inferred from the interviews that most of the students focused on their weaknesses when they received feedback and ignored their strengths. There was no clear significance in terms of sex.

Table 14

The Reasons of Feedback According to the Turkish Students

Description	Frequency
Showing students' weaknesses and strengths / Improving students	7
Enabling student to perform better in the future	7
Motivating students	2
Making students feel confident	1

There was a tendency among the Turkish students that feedback was given to them so that they could perform better in the next assignment or assessment activity, which might be interpreted as a sign of grade anxiety. Some answers from the Turkish students were as followed;

English teacher gives us feedback to make us see our weaknesses and strengths. We can be more successful in the next assignments by using the feedback given by the teacher (Student 2, Female, November 23, 2017).

I think the feedback given by the teacher motivates us. And it makes us correct our mistakes in the next assignments and not repeat our mistakes subconsciously (Student 7, Male, November 21, 2017).

Table 15

The Reasons of Feedback According to the International Students

Description	Frequency
Showing students' weaknesses and strengths / Improving students	9
Enabling student to perform better in the future	4
Motivating students	3
Making students feel confident	0

Less than half of the international students shared the same opinion with the Turkish students that feedback given might help them perform better in the future. Here are some sample answers;

We see our level; weaknesses and strengths. If I got my paper back without feedback, I would probably make a plane out of it. But, the feedback helps me see where I am and encourages me to improve myself (Student 15, Male, November 24, 2017).

You have to know if you are going in the right path or not. I think when the teacher gives you feedback, you evaluate yourself depending on his view. (Student 19, Female, November 24, 2017).

The main difference between the two groups was that the Turkish students appeared more grade focused when it was about receiving feedback.

4.2.1.7 *The reasons of self-assessment.* This question aimed to see how the students perceived the reasons of self assessment. According to the answers, both the Turkish and international students, regardless of their sex, shared the opinion that self-assessment was used in English lesson so as to make students see their mistakes and learn from their mistakes.

Table 16

The Reasons of Self-Assessment According to the Turkish Students

Description	Frequency
Making students see their mistakes and learn from them (raising awareness)	7
Having students understand and internalize the subject	6
Making students evaluate themselves objectively	6
Making students feel confident	3
Making students convinced	3
Seeing how students cope with problems	3

The majority of the Turkish students tended to associate self-assessment process with learning from their mistakes, internalizing the subject and evaluating themselves objectively. Most of the students believed that they understood better

when they found and saw their own mistakes. Here are some sample answers from the students;

The teacher makes us assess ourselves so that we can see our mistakes and internalize the subject. This way, our awareness increases (Student 4, Female, November 23, 2017).

If a student cannot identify his mistake, he cannot correct it. So, he cannot learn (Student 6, Male, November 22, 2017).

Table 17

The Reasons of Self-Assessment According to the International Students

Description	Frequency
Making students see their mistakes and learn from them (raising awareness)	7
Making students convinced	6
Having students understand and internalize the subject	5
Making students evaluate themselves objectively	5
Making students feel confident	3
Seeing how students cope with problems	0

Similarly, most of the international students linked self-assessment to learning from mistakes and the feeling of persuasion and certainty. More than half of them stated that they felt convinced when they themselves found and corrected their own mistakes.

According to the answers, both groups had similar perceptions of the reasons of self-assessment by connecting it to better understanding.

4.2.1.8 The reasons of peer-assessment. Last question of the interview was about peer assessment, which was asked to understand the students' perception of peer work. Based on the data collected, both groups seemed to think that they assessed their peer's work in order to learn from each other.

Table 18

The Reasons of Peer-Assessment According to the Turkish Students

Description	Frequency
Making students learn from each other	7
Identifying peer's mistakes and helping their correction	5
Making students share ideas and see different points	4
Creating more interaction	3

It was obvious that both groups tended to believe that they checked their peer's work to see and identify their peer's mistakes. This way, they learnt from their friends' mistakes and did no repeat them. The Turkish students seemed more focused on finding the mistakes ideas rather than sharing ideas or seeing different examples.

Some sample answers from Turkish students are as followed;

We check our friends' papers to revise and find their mistakes. We share information and learn from each other (Student 3, Female, November 21, 2017).

In order to make us interact and share our ideas. This way, we see more examples; use the good ones and leave the mistakes (Student 9, Male, November 22, 2017).

Table 19

The Reasons of Peer-Assessment According to the International Students

Description	Frequency
Making students learn from each other	8
Making students share ideas and see different points	7
Identifying peer's mistakes and helping their correction	6
Creating more interaction	1

On the other hand, the international students seemed to use peer-assessment for sharing ideas and seeing different examples more. Some sample answers from the international students are;

To get students closer to each other and create more interaction. This way, they can share their work and discuss the right answer. They help each other to find the correct answer (Student 11, Male, November 22, 2017).

We understand each other better because we do have close minds; the same age and generation. Therefore, we know what we have been going through and help each other better (Student 20, Female, November 22, 2017).

The main difference between the Turkish and international students' perception of peer assessment was that the former was centred on identifying the weaknesses of their peers although the latter was on sharing ideas and helping their peers. There was no sex difference.

4.2.2   The findings of the questionnaire with the students. In attempt to find the perceptions of the Turkish and international students on their language learning process, namely the second research question of the study, the data were gathered by a questionnaire administered to 56 students. The questionnaire consisted of 17 questions including four different factors based on a principal component analysis (PCA).

In Table 20, the factor loadings of a four factor solution for the 17 items on students' perception of formative assessment on their language learning process are shown, ordered by factor and factor loading. Note that item 3, 4, 5, 6, 11, 14 were reversed in order to obtain reliable data.

Table 20

*Factor Loadings for Items in the Four Factor Solution for Measuring Students'
Perception of Formative Assessment on Their Language Learning Process, Ordered
by Factor and Factor Loading*

Items	Factor loadings			
	F1	F2	F3	F4
14.The grades and feedback that I received through formative assessment practices in this course provided me with a feeling of self-confidence.	.83			
9. Because of formative assessment practices in this course, I experience less stress and tension for the final exam.	.75			
12. In response to my grades for formative assessment practices in this course, I started studying more.	.67			
1. Formative assessment practices in this course made me study regularly.	.59			
7. I liked getting regular feedback for formative assessment practices in this course.	.58			
2. Formative assessment practices in this course motivated me.	.43			
4. I think formative assessment practices in this course were a waste of time.		.75		
5. Formative assessment practices in this course deprive me of the opportunity to study on my own initiative.		.74		
10. Because of formative assessment practices in this course, I experienced a lot of stress and tension.		.65		
13. In response to my grades for formative assessment practices in this course, I started studying less.		.62		
6. I would study more efficiently for this course without formative assessment practices.		.41		
16. After formative assessment practices in this course, I took effort to study the material I didn't master better.			.69	
17. In this course, I was able to use feedback to find out what parts I did or did not master yet.			.69	
15. I used feedback in this course to find out what I did and did not need to study.			.60	
11. Without formative assessment practices, I would have studied less in this course.			.54	
8. In this course, I would rather only receive feedback for formative assessment practices, without a grade.				.82
3. I would rather not have formative assessment practices in this course because I preferred to study when I wanted to.				.68

Extraction Method: Principal Component Analysis

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When analyzed carefully, loaded factors might be interpreted as followed: Factor 1 is the positive perceptions of students; Factor 2 is the negative perceptions of the students; Factor 3 is how students perceive formative function of formative assessment and how they implement it; Factor 4 is the expectations of students about formative assessment.

4.2.2.1 Descriptive statistics of factors on the effects of formative assessment on the Turkish and international EFL students' perceptions of their language learning process. To analyze the data collected, the questionnaire results - which were put on four different factors - were analyzed through descriptive statistics. Means and standard deviations of students' answers to different factors about their perceptions of formative assessment on their language learning process are shown in Table 21.

Table 21

Descriptive Statistics of Factors on the Effects of Formative Assessment on the Turkish and International Students' Perceptions of Their Language Learning Process

Factor	N	Mean	Std. Dev.
Positive	56	3.68	.742
Negative	56	1.66	.674
Formative function	56	3.75	.717
Expectations	56	2.38	.820

According to the mean scores shown in Table 4.18, most of the students seemed that they had positive perceptions of formative assessment on their language learning process. The results also showed that there was a minority who undertook some negative perceptions, in a small number though. In addition to this, it might be resulted from the mean scores that the majority of the students appeared to understand the formative function of formative assessment and believed that they made use of it in their language learning process. On the other hand, it might be inferred from the results that the number of the students who expected more from formative assessment and its function was low.

4.2.2.2   The findings about the effects of formative assessment on the Turkish and international EFL students' perceptions of their language learning process regarding their nationality and sex. The Turkish and international adult EFL students' perceptions of formative assessment on their language learning process were analyzed through Independent T-test in terms of their nationality and sex. The questionnaire was administered to 28 female students and 28 males, the equal number of nationality.

4.2.2.2.1   Positive effects of formative assessment on the students' perceptions regarding nationality and sex. The following 2 tables namely, Table 22 and 23, showed the positive effects of formative assessment on the students' language learning process regarding their nationality and sex.

Table 22

Independent Samples T-Test of Positive Effects of Formative Assessment Regarding Nationality

	Nationality	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2- tailed)
Positive Effects	Turkish	28	3.69	.807	.156	.853	.360	.119	54	.906
	International	28	3.67	.685	.129					

The results of Independent T-test indicated that there was no significant difference between the students' positive perceptions of formative assessment on their language learning process in terms of their nationality (t=.119; F=.853; p > .05).

Table 23

Independent Samples T-Test of Positive Effects of Formative Assessment Regarding Sex

	Sex	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2-tailed)
Positive Effects	Female	28	3.63	.737	.139	.103	.750	-.536	54	.594
	Male	28	3.73	.756	.143					

No significant difference between the students' positive perceptions of formative assessment on their language learning process in terms of their sex was indicated through Independent T-test (t=-536; F=.103; p > .05).

4.2.2.2.2 Negative effects of formative assessment on the students' perceptions regarding nationality and sex. The following 2 tables namely, Table 24 and 25, showed the negative effects of formative assessment on the students' language learning process regarding their nationality and sex.

Table 24

Independent Samples T-Test of Negative Effects of Formative Assessment Regarding Nationality

	Nationality	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2-tailed)
Negative Effects	Turkish	28	1.58	.690	.130	.028	.873	-.889	54	.378
	International	28	1.74	.661	.124					

According to the results, no significant difference was found between students' negative perceptions of formative assessment in terms of their nationality (t=-.889; F=.028; p > .05).

Table 25

Independent Samples T-Test of Negative Effects of Formative Assessment Regarding Sex

	Sex	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2-tailed)
Negative Effects	Female	28	1.64	.647	.122	1.23	.271	-.196	54	.845
	Male	28	1.67	.713	.134					

The results suggested that there was no significant difference between the students' negative perceptions of formative assessment in terms of their sex (t=.-196; F=1.238; p > .05).

4.2.2.2.3 Formative function perceptions of the students on formative assessment regarding nationality and sex. The following 2 tables namely, Table 26 and 27, showed the students' perceptions of formative function of formative assessment on their language learning process regarding their nationality and sex.

Table 26

Independent Samples T-Test of Formative Function Perceptions of the Students on Formative Assessment Regarding Nationality

	Nationality	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2-tailed)
Formative Function	Turkish	28	3.87	.678	.128	.604	.440	1.273	54	.208
	International	28	3.62	.747	.141					

The results of Independent T-test indicated that there was no significant difference between the students' perceptions of formative function of formative assessment on their language learning process in terms of their nationality (t=1.273; F=.604; p > .05).

Table 27

Independent Samples T-Test of Formative Function Perceptions of the Students on Formative Assessment Regarding Sex

	Sex	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2-tailed)
Formative Function	Female	28	4.00	.599	.113	1.36	.248	-2.84	54	.006
	Male	28	3.49	.743	.140					

According to the results of Independent T-test, it was found that there was a significant difference between the formative function perceptions of females (M=4.0, SD=0.7) and males (M=3.4, SD=0.5). These results suggested females tended to use formative assessment more functionally (t=-2.849; F=1.365; p < .05).

4.2.2.2.4 Expectations of the students on formative assessment regarding nationality and sex. The following 2 tables namely, Table 28 and 29, showed the students' expectations of formative assessment in their language learning process regarding their nationality and sex.

Table 28

Independent Samples T-Test of Expectations of the Students on Formative Assessment Regarding Nationality

	Nationality	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2-tailed)
Expectations	Turkish	28	2.64	.780	.147	.110	.741	2.470	54	.017
	International	28	2.12	.789	.149					

The results of Independent T-test indicated that there was a significant difference between formative assessment expectations of the Turkish (M=2.6, SD=7.8) and the international students (M=2.1, SD=7.8). According to the results, it was seen that the Turkish participants expected more formative assessment practices, but less graded ones. (t=2.470; F=.110; p < .05).

Table 29

Independent Samples T-Test of Expectations of the Students on Formative Assessment Regarding Sex

	Sex	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2- tailed)
Expectations	Female	28	2.42	.754	.142	.378	.541	.404	54	.688
	Male	28	2.33	.892	.168					

No significant difference between formative assessment expectations of the students in their language learning process in terms of their sex was found through Independent T-test (t=.404; F=.378; p > .05).

4.2.3 The findings of semi-structured interview with the students about the effects of formative assessment. To seek more insights for the second research question which aimed to examine the Turkish and international adult EFL students' perceptions of formative assessment on their language learning process, semi-structured interviews were carried out with 20 voluntary Turkish and international

EFL students, equal number of nationality and sex and. The interview questions which were parallel to the survey questions aimed to obtain more data about the perceptions of the students in detail, and interpret the data better.

4.2.3.1 Perceptions of the students on the effects of feedback given by teacher. The first question aimed to understand the students' perceptions of feedback given by the teacher and how they tended to use it in their language learning process. According to the answers, both groups shared the idea that receiving feedback was positive influence to their learning regardless their sex. No negative opinion on the feedback was mentioned in the interviews.

Table 30

Perceptions of the Turkish Students on the Effects of Feedback Given by Teacher

Description	Frequency
Seeing my weaknesses and getting better grades in the next assignments	8
Seeing my weaknesses and learning from them	5
Seeing my weaknesses and strengths, and learning from them	0

Most of the Turkish students seemed interested in using the feedback given by the teacher for the next assignment to get better grades. Besides, they were centred more on their weaknesses rather than strengths.

The teacher is the one who understands our weaknesses. I use the teacher's feedback for my next work (Student 2, Female, December 5, 2017).

I generally skip the positive feedback and focus on negative feedback, which helps me to improve my weaknesses (Student 10, Male, December 4, 2017).

Table 31

Perceptions of the International Students on the Effects of Feedback Given by Teacher

Description	Frequency
Seeing my weaknesses and strengths, and learning from them	8
Seeing my weaknesses and learning from them	4
Seeing my weaknesses and getting better grades in the next assignments	3

On the other hand, most of the international students seemed interested in learning from the feedback given by the teacher and improving themselves. Yet, a few were centred on getting better grades in the next assignments.

I do have a workbook for feedback. I write the feedback and make use of it when I do something similar (Student 16, Female, December 6, 2017).

I do not revise at home, but focus on my teacher's feedback to correct my mistakes and improve myself (Student 13, Male, December 7, 2017).

The answers supported the result of the first, second and third question of the first interview that the Turkish students were more grade centred while the international ones were improvement centred.

4.2.3.2   Perceptions of the students on the effects of self-assessment. This question aimed to understand the students' perceptions of self-assessment and how they tended to implement it in their language learning process. According to the answers, both groups seemed that they were in favour of self-assessment and they made use of self-assessment in their learning.

Table 32

Perceptions of the Turkish Students on the Effects Self-Assessment

Theme	Subtheme	Frequency
Advantages of self-assessment	Seeing where I am and acting objectively	4
	Feeling convinced / confident	4
	Motivating	4
Disadvantages of self-assessment	Not feeling authorized for self-correction	8
	Feeling worried	4

Although the Turkish students stated that they liked self-assessment implementation, they, particularly the males, seemed to have some worrying perceptions about their knowledge and ability to assess themselves. Here are sample answers from the students on the advantages and disadvantages of self-assessment;

I might sometimes ignore the teacher's feedback, but seeing my own mistake feels like hitting a wall. I see where I am and put more effort (Student 6, Male, December 4, 2017).

I might make some mistakes or miss my own mistakes. I do not feel knowledgeable enough to assess myself. I need to ask and get feedback from the teacher (Student 1, Female, December 4, 2017).

Table 33

Perceptions of the International Students on the Effects Self-Assessment

Theme	Subtheme	Frequency
Advantages of self-assessment	Seeing where I am and acting objectively	8
	Motivating	6
	Feeling convinced / confident	4
Disadvantages of self-assessment	Not feeling authorized for self-correction	2
	Feeling worried	0

The international students seemed that they used self-assessment to close the gap between where they were and they could be. This group appeared to use self-assessment more functionally. Some answers from the international students on the advantages and disadvantages of self-assessment are as followed;

When I assess myself, I can see the changes in my language learning process. So, seeing my improvements motivates and encourages me (Student 17, Female, December 7, 2017).

I see many mistakes in my work, but I can miss some of them. Still, it is much better than peer-assessment (Student 14, Male, December 5, 2017).

The answers showed that the Turkish students seemed more focused on disadvantages of self-assessment rather than advantages. They, particularly males, seemed afraid of missing their mistakes or not evaluating themselves. However, the international ones perceived it as a way of objective assessment. They were in favour of self-assessment more than the other group.

4.2.3.3 Perceptions of the students on the effects of peer-assessment. With this question, it was aimed to see how students perceived peer-assessment and how they tended to use it in their language learning process. The results showed that neither group was so fond of peer-assessment in their learning. During the interviews, most of the students, especially the Turkish, seemed nervous and anxious when they were talking about peer-assessment procedure.

Table 34

Perceptions of the Turkish Students on the Effects of Peer-Assessment

Theme	Subtheme	Frequency
Advantages of self-assessment	Seeing different examples and learning from them	10
Disadvantages of self-assessment	Not getting correct feedback	8
	Feeling worried, shy or demoralized	10

Although all of the Turkish students shared the opinion that they might learn from their friends' mistakes –they only focused on weaknesses-, they admitted that they felt worried, shy or sometimes demoralized during peer-assessment. Besides, all female students interviewed acknowledged that they did not count on their classmates' knowledge to give feedback, so they were afraid of getting incorrect feedback. The female students also stated that they did not want their classmates to see their mistakes. Some sample answers to the question are as followed;

I know that I can learn from my friends' mistakes, but I cannot trust their feedback. Also, I believe that some are not objective! (Student 5, Female, December 5, 2017).

I see some different examples and try not to repeat them. We speak the same language, so we can help each other more. However, seeing more successful and knowledgeable students during peer-assessment might sometimes cause demoralization (Student 8, Male, December 7, 2017).

Table 35

Perceptions of the International Students on the Effects of Peer-Assessment

Theme	Subtheme	Frequency
Advantages of self-assessment	Seeing different examples and learning from them	10
Disadvantages of self-assessment	Not getting correct feedback	2
	Feeling worried, shy or demoralized (Turkish)	8

On the other hand, the international students seemed more confident about peer-assessment although they were not in favour of it as much as they were in self-assessment. Nearly all of the Turkish students interviewed stated that some people might find it demoralizing. It was obvious from their answers that they felt worried to offend their friends during peer-assessment. Here are some answers from the interviews;

Sometimes I feel shy to tell. It feels like I am being too smart. They sometimes give that look "Why are you telling it to me?" (Student 18, Female, December 6, 2017).

Some Turkish guys can feel bad about their problem. They might want to hide it. Peer-assessment might cause an unfriendly environment (Student 12, Male, December 7, 2017).

The responses showed that the Turkish students seemed to have some timid perceptions about peer-assessment as they did not want the others see their mistakes and they, including all females, did not trust the feedback they received from their peers. On the other hand, the international students seemed more confident, however, it might be inferred from their answers that they felt pressure during peer-assessment as the Turkish students seemed demoralized or somehow criticized their feedback.

4.2.3.4 Perceptions of the students of the effects of formative assessment on their success and motivation. In this part, the students were asked if they perceived any effects of formative assessment on their success. And if there were any, they were expected to explain the effect. Both groups had positive perceptions of formative assessment on their success and motivation. The answers of the both groups were showed in Table 36.

Table 36

Perceptions of the Turkish and International Students of the Effects of Formative Assessment on Their Success

Description	Frequency
Feedback helps me a lot to improve myself	18
I see where I am (my weaknesses) and know where to focus	15
It encourages and motivates me to put more effort	10

Except for the one Turkish male, claiming that it had no effect, and one international female, and one Turkish male, claiming that there were too many things to follow, no other students mentioned negative effects. Except for the students

above, mentioned, the rest interviewed acknowledged that formative assessment as a whole process had positive effects on their success in their language learning process. Some sample answers from both the Turkish and international students are as followed;

It encourages me a lot. Without formative assessment activities, I lose my reason to come to the lesson. They enable me to overcome my mistakes (Student 4, Turkish Female, December 7, 2017).

Working on feedback given by the teacher affects my success directly and positively (Student 9, Turkish Male, December 4, 2017).

It does affect my success in a good way. I noticed something by myself. The more I attend the course and apply the feedback given, the better I get. I feel more confident (Student 19, International Female, December 6, 2017).

Feedback gives me the feeling of accomplishment. I know where to focus, and I improve my weaknesses in a shorter time (Student 13, International Male, December 7, 2017).

The responses from the groups revealed that almost all of them had positive perceptions of formative assessment on their success and motivation.

4.2.3.5 The students' preferences of assessment. The last interview question aimed to find out the students' preference of assessment in English lesson. Although it was not a perception question, it was aimed to see how the students' perceptions affected their assessment preferences. The students were asked if they would rather have summative assessment with one grade without feedback or go formative assessment. All without any exception stated that they would prefer formative assessment for some similar reasons showed in Table 37 below;

Table 37

The Students' Preferences of Assessment

Description	Frequency
Gives students an opportunity to find out their weaknesses and correct / improve them	20
Gives students an opportunity to perform more than once	17
Assesses students more fairly	15
Motivates students to perform better in the future	13

During the interview, it was observed that all the students seemed irritated by the idea of having one exam in English lesson. Here are some answers from the Turkish and international students;

One exam does not give a chance to correct my mistakes. Also, it does not provide us with necessary feedback to improve ourselves. Having one exam also makes students nervous (Student 3, Turkish Female, December 7, 2017).

I do not think that one or two exams is enough to assess a student's success and improvement. It is not fair (Student 7, Turkish Male, December 4, 2017).

How should I know that my assignment or exam is good or bad? I need feedback to learn and move forward (Student 20, International Female, December 7, 2017).

Feedback in formative assessment helps me know where I am. One word might change everything. We need a period to improve (Student 11, International Male, December 5, 2017).

The responses clearly revealed that neither group supported one summative exam without feedback. During the interview, it was observed that the students were completely against the idea of not receiving feedback, which showed their appreciation clearly..

4.2.4 The findings of the questionnaire with the teachers. In attempt to see the English teachers' perceptions of students' formative assessment perceptions in their language learning process for the third questions, the data were collected by a questionnaire administered to 5 English teachers who taught the participant students in the present study.

4.2.4.1 Descriptive statistics of factors on the English teachers' perceptions of the students' formative assessment perceptions in the students' language learning process. To analyze the data collected, the questionnaire results - which were put on four different factors - were analyzed through descriptive statistics. Means and standard deviations of teachers' answers to different factors about the English teachers' perceptions of students' formative assessment perceptions in their language learning process are shown in Table 38.

Table 38

Descriptive Statistics of Factors on the Effects of Formative Assessment on the Students' Perceptions of Their Language Learning Process According to the Teachers

Factor	N	Mean	Std. Dev.
Positive	5	3.58	.516
Negative	5	2.37	.658
Formative function	5	3.72	.275
Expectations	5	2.85	1.17

According to the mean scores shown in Table 38, it seemed that teachers thought the students' positive perception of formative assessment in their language learning process was quite high. The results also showed that the teachers believed there was a little tendency among the students that they had some negative perceptions, though. In addition to this, it was resulted from the mean scores that the teachers seemed to think most of the students underwent formative assessment functions in their language learning process. Lastly, results revealed that it was believed by the teachers that the students expected more from formative assessment and its function.

4.2.4.2 The findings about the English teachers' perceptions of the Turkish and international adult EFL students' perceptions of formative assessment in their language learning process regarding their nationality. In order to see if there was any significant difference between the teachers' perceptions of the students' regarding nationality and sex, Independent Samples T-test was performed. The following tables, namely 39 and 40, showed the findings of Independent Sample T-test;

Table 39

Independent Samples T-Test of English Teachers' Perceptions of the Students' Formative Assessment Perceptions in Their Language Learning Process Regarding Nationality

	Nationality	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2-tailed)
Positive Effects	Native	5	3.20	.361	.161	.264	.621	-3.549	8	.008
	Non-Native	5	3.96	.320	.143					
Negative Effects	Native	5	2.60	.762	.340	.612	.456	1.091	8	.307
	Non-Native	5	2.15	.518	.231					
Formative Function	Native	5	3.15	.285	.127	.264	.621	-1.543	8	.006
	Non-Native	5	3.95	.223	.100					
Expectations	Native	5	3.10	1.34	.600	1.054	.335	.648	8	.535
	Non-Native	5	2.60	1.08	.484					

The results of Independent T-test revealed that there was no significant difference between the teachers' perceptions regarding the students' nationality and sex - in 2 factors including negative perceptions and expectations-. However, the perceptions of the teachers showed difference in positive perceptions and formative function of formative assessment regarding the students' nationality. According to the results, the teachers perceived that the international students had more positive perceptions of formative assessment (t=-3.549; F=.264; p < .05), and they made use of formative function of formative assessment more (t=-1.540; F=.264; p < .05).

Table 40

Independent Samples T-Test of English Teachers' Perceptions of the Students'
Formative Assessment Perceptions in Their Learning Regarding Sex

	Sex	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig.(2-tailed)
Positive Perceptions	Female	5	3.26	.383	.171	.100	.760	-2.38	8	.044
	Male	5	3.8	.320	.143					
Negative Perceptions	Female	5	2.36	.456	.203	.757	.409	.459	8	.659
	Male	5	2.20	.632	.282					
Formative Function	Female	5	4.25	.306	.136	.275	.614	4.75	8	.001
	Male	5	3.30	.325	.145					
Expectations	Female	5	3.20	.974	.435	.011	.921	.920	8	.384
	Male	5	2.60	1.08	.484					

According to the results of Independent T-test, there was no significant difference between the teachers' perceptions regarding the students' sex - in 3 factors including positive perceptions, negative perceptions and expectations-. However, the perceptions of the teachers showed difference in formative function of formative assessment regarding the students' sex. The results indicated that the teachers thought the female students used formative assessment practices more functionally (t=-4.750; F=.275; p < .05).

4.2.5 Focus group interview results of the English teachers. In attempt to obtain data for the third research question which aimed to examine how teachers perceive the Turkish and international adult EFL students' perceptions of formative assessment, a focus group interview was conducted with 5 English teachers who taught the participants in the present study. The interview questions were the one asked to the participant students. It was aimed to see the big picture and interpret the data better by obtaining the perceptions of the teachers.

4.2.5.1 The teachers' perceptions on the students' feedback perceptions.
The first question aimed to understand the teachers' perceptions of feedback use in the students' language learning process. According to the answers, the teachers seemed to believe that the students' feedback use showed difference depending on the graded and non-graded assignments.

Table 41

The Teachers' Perceptions on the Students' Feedback Perceptions

Description	Frequency
Getting better grades in the next assignment	5
Not important enough to pay attention	3
Seeing their weaknesses and getting better grades in the next assignments	2

All the teachers shared the idea that students took feedback given for the graded assignments more seriously. Although they stated that the international students used feedback more effectively, no sex difference was mentioned during the interview. Here are some answers to the question;

Our students believe that feedback is important for the next graded assignment. Otherwise, they simply ignore it (Teacher 1, Male, December 19, 2017).

Students mostly see feedback to find out their weaknesses; however, it is obvious that the international ones tend to perceive it as a way to improve themselves (Teacher 3, Female, December 19, 2017).

The answers from the teachers supported the students' perceptions that most of the Turkish students perceived feedback as a way of better grades while the Turkish ones seemed to be more interested in it as they saw it as a way of improving their weaknesses.

4.2.5.2 The teachers' perceptions on the students' self-assessment perceptions. This question aimed to understand the teachers' perceptions of the students' self-assessment perceptions and how they tended to implement it in their language learning process. According to the answers, the teachers had the opinion that the students seemed not in favour of self-assessment regardless their sex; however, it was believed that the international students had a little more positive perceptions of self-assessment.

Table 42

The Teachers' Perceptions on the Students' Self-Assessment Perceptions

Theme	Subtheme	Frequency
Advantages of self-assessment	Seeing where they are and acting objectively	5
Disadvantages of self-assessment	Not liking criticizing themselves	4
	Not being objective	4

All the teachers believed that the students could make use of self-assessment to see where they were and close the gap. Nevertheless, most of the teachers claimed that the Turkish students did not like criticizing themselves and they could not act objectively. The teachers added that the international students were more in favour of self-assessment as they were more open to criticize themselves. There was no mention of sex difference. Some sample answers from the interview are as followed;

The Turkish students taking the lesson do not like criticising themselves; they do not want to face with their mistakes. Therefore, self-assessment seems to be perceived something negative (Teacher 2, Male, December 19, 2017).

Most students are afraid not to be objective, so they appear to perceive self-assessment negatively (Teacher 4, Female, December 19, 2017).

The responses of the teachers showed some differences from the students'; the students seemed more willing to assess themselves, but probably their attitudes to the activity did not reach their perceptions to the teacher. It might be inferred from the responses that the teachers must be informed about the students' perceptions on the issue and increase their own awareness by considering the students' perceptions.

4.2.5.3 The teachers' perceptions on the students' peer-assessment perceptions. With this question, it was aimed to see the how the teachers perceived the students' peer-assessment perceptions and how the students tended to use it in their language learning process. The results showed that the teachers believed that the students mostly shared some positive perceptions of peer assessment.

Table 43

The Teachers' Perceptions on the Students' Peer-Assessment Perceptions

Theme	Subtheme	Frequency
Advantages of self-assessment	Creating a competitive environment / Motivating	4
	Seeing weaknesses of the others and learning from them	3
Disadvantages of self-assessment	Feeling worried, shy or demoralized	5

The teachers' perceptions showed that peer-assessment created some positive perceptions among students such as a competitive / motivating environment, regardless of the students' nationality or sex. The following samples showed the teachers' perceptions;

The students mostly like finding the others' mistakes and working on them. They perceive it as a competitive and motivating environment (Teacher 5, Female, December 19, 2017).

One of the teachers interviewed mentioned that the number of the students affected their perceptions on peer assessment;

If the class is not too crowded, they seem to prefer conducting peer assessment. They seem to like learning about the details during peer assessment (Teacher 4, Female, December 19, 2017).

The responses revealed a critical and urgent need of peer-assessment update among the teachers. Although the students had some negative feelings such as pressure, the teachers perceived that they had fun during peer assessment. There needs to be an updated link between the students' and the teachers' perceptions of peer-assessment so as to come up with better implementation of formative assessment.

4.2.5.4   The teachers' perceptions on the students' formative assessment perceptions in their success and motivation. In this part, the teachers were asked if the students perceive any effects of formative assessment on their success. And if there were any, they were expected to explain the effect. The teachers' answers showed significant difference in terms of the students' nationality. There was no mention of sex differences.

Table 44

The Teachers' Perceptions on the Students' Formative Assessment Perceptions on Their Success and Motivation

Description	Frequency
Feedback helps them a lot to improve themselves	5
It encourages and motivates them to put more effort	4

During the interview, it was obvious from the teachers' perceptions that the international students seemed more aware of formative assessment; these students perceived FA as a motivating way to improve themselves. However, the teachers stated that the Turkish students seemed to not used to work formatively and most of them perceived it as time consuming. The teachers attributed the reason to the cultural and educational differences between the nations. Some statements from the interview are as followed;

> *Because of Turkish education system, the Turkish students seem more grade-focused. They ignore formative assessment and how it affects them, but centre on how they can receive passing grade. They seem to think that English is something unnecessary. They perceive it something to do, not to learn. That is why, I do not think that they perceive any good influence of formative assessment on their success (Teacher 3, Female, December 19, 2017).*

> *The international students have different educational background. They come from a very strict system in which they could not even ask a question. Therefore, they make use of the system more effectively. They perceive FA as a way to access success (Teacher 4, Female, December 19, 2017).*

Another big difference showed up in this point of the interview, even though all of the teachers perceived that the ones who could make use of formative assessment was mostly the international ones, the Turkish students saw themselves as a successful holder of formative assessment. The teachers and students' perceptions of formative assessment on the students' success and motivation were completely different.

4.2.5.5 The teachers' perceptions on the students' assessment preferences. The last interview question aimed to find out perceptions of the teachers' on the students' assessment preferences in English lesson. The teachers were asked if the students would rather have summative assessment with one grade without feedback or go for formative assessment. All of them stated that most of the students would go for summative assessment. During the interview, a significant difference showed up regarding the students' nationality.

Table 45

The Teachers' Perceptions on the Students' Assessment Preferences

Description	Frequency
Summative assessment	5
Formative assessment	0

It was palpable from the interview that all the teachers shared the opinion that nearly all of the Turkish students, particularly males, seemed in favour of summative assessment. The teachers stated that these students were the ones who were always complaining about the system. On the other hand, the international students seemed content with formative assessment procedure and they never complained about it according to the teachers' perceptions. All the teachers agreed that the reason why the international students did not give any negative feedback to the procedure was that it might be seen as a sign of disrespect. Some answers from the teachers are as followed;

The Turkish students, particularly males, seem definitely for summative assessment. I cannot say that they are against taking feedback on the exam, but with or without feedback they are in favour of one exam (Teacher 1, Male, December 19, 2017).

I do not think that the international students are for summative assessment as they perceive English as something important. However, the Turkish ones seem always too busy for English (Teacher 4, Female, December 19, 2017).

The last question of the interview revealed significantly different answers from the students'; the students seemed exactly against one exam without feedback while the teachers perceive that the Turkish students would "die for" one exam. The difference might be attributed to the Turkish students' general behaviours in the classroom, but this does not prevent us to state that there needs to be more transparent relationship between the students and the teachers.

In conclusion, the obtained quantitative data results indicated that although there were some differences between the students regarding their nationality and sex, most of them had positive perceptions of formative assessment. These findings of the quantitative data were supported by the findings of the teachers' results. On the other hand, the qualitative data enabled the study to get more detailed information revealing that the Turkish students, in particular, seemed to have some negative perceptions such as feeling unconfident, shy or not taking their responsibility of learning, which might be resulted from their educational background. Besides, the qualitative results from the teachers, which showed some significant differences in the perceptions of self-assessment, peer-assessment, formative assessment success and assessment preferences from the students' added another dimension to the results.

Chapter 5
Discussion and Conclusions

5.1 Overview

The purpose of this case study was to investigate the Turkish and international adult EFL students' perceptions of formative assessment at a foundation university in Turkey with regard to the students' nationality and sex. The current study also aimed to examine how these perceptions affected the Turkish and international students' language learning process in an English lesson. The quantitative and qualitative data, which comprised of Likert scale questionnaires, semi-structured and focus group interviews, were gathered from 56 Turkish and international EFL freshman students and 5 English teachers.

In this chapter, the results obtained through qualitative and quantitative data will be discussed in detail. Besides, some pedagogical implications of the results will be presented in relation to some ideas to create better implementations of formative assessment. Finally, several recommendations for future research will be offered.

5.2 Discussion of Findings of RQ1

The first research question attempted to explore the Turkish and international adult EFL students' perceptions of formative assessment in ENG 101 Communication Skills and Academic Report Writing I lesson. The data collected through semi-structured interviews were analyzed through pattern coding. Then, some specific words and short phrases from the interviews were identified as summative themes, which were used as inferential codes and categorizations of the ideas. And the results showed that the Turkish and international students had different perceptions of formative assessment which might result from having individual differences and different goals of the students who came from different educational background.

According to the EFL students' perceptions at this institution, it might be concluded that the Turkish and international students had different perceptions of assessment, in general. The majority of the Turkish students believed that the reason why they were assessed in their English lesson was being graded. The male Turkish students, in particular, seemed to link the reason of assessment to grammar evaluation and grading. Moreover, nearly the half of the Turkish students, equal number of in sex, believed that all the assessments done in the classroom consisted of only graded assessment such as quizzes, in-class graded homework and exams, by ignoring all non-graded assessments. The findings of this question calls attention to Scriven's (1967) statement of two purposes of assessment; measuring the achievement of the students and improving learning of the students. The Turkish students somehow seemed more focused on grades and passing the class probably because of the fact that they come from summative assessment background, which is a huge part of a very moving and changeable education system in Turkey. The responses indicated that the Turkish students saw assessment as an instrument which graded their amount of learning, which supports the idea of Rea-Dickens and Gardner (2000), who claimed that formative assessment of learning had been downsized for years and its pedagogical importance had been centred more. On the other hand, many international students stated that the reason of assessment in their English course was to evaluate their knowledge and identify their strengths and weaknesses. They, mostly females, believed that teachers knew more about their students through assessments, and helped students to improve themselves. Most of them also stated that they themselves made use of the exam results to see their weaknesses and strengths. Besides, all of the international students interviewed were aware that they had graded and non-graded assessments in English lesson. So, it might be said that the international ones perceived assessment as a way of evaluation which enabled them to improve themselves unlike the Turkish students. As Purpura (2004) stated these students believed they could have an understanding and evidence of what they learnt and what they lacked in language learning through assessment.

Another result that might be inferred from the students' perception was that the Turkish and international students had a kind of understanding of formative assessment, but the Turkish ones with grade focus and the international ones with improvement focus, though, which might result from having different backgrounds and goals. In line with the present case study, Kaur et al. (2017) who studied the

university students' perceptions of assessment found out that student with different level of goal orientation had different perceptions of the classroom assessment in higher education. Their findings indicated that mastery oriented students perceived assessment as a long process which consisted of some stages while the students in the performance group saw assessment as a tool for successful grades, better credits and preparation of final exam. That is why, Harlan and Winter (2004) stated that learning goals in formative assessment were supposed to be offered to the students clearly by teachers. Also, their awareness of effective formative assessment should be also increased (Brookhart, 2003).

According to the obtained results, it might be said that both the Turkish and international students' perceptions were based on the traditional way of assessment in terms of formative assessment activities such as self-assessment, peer-assessment and the identity of assessor although the first group outnumbered the second. According to the answers, both the Turkish and international students, regardless of their sex, were aware of self and peer assessment activities in formative assessment. As Sadler (1989) acknowledged formative assessment was supposed to enable students to evaluate the success of their production and correct it while working on it, which was also supported by the findings of the present study. Both groups had similar perceptions of the reasons of self-assessment and peer assessment by connecting the former one to learning from their own mistakes, feeling of persuasion and certainty and better understanding; connecting the latter one to learning from their friends' mistakes, not repeating their mistakes, and sharing ideas. The main difference between perceptions of the two groups was that the Turkish ones were centred on identifying the weaknesses of their peers and learning from them although the international ones were on sharing ideas, identifying the weaknesses of their peers, learning from them and helping their peers. As Dargusch (2012) stated the roles of students in formative assessment were presented as to follow teacher feedback, to peer assess and to self-assess for improvement. It was clear from the results that the participants' perceptions matched with Dargusch's statement. However, it was also palpable that the participants lacked thorough information about self and peer-assessment. The responses indicated that self and peer-assessment awareness of both groups was supposed to be increased. Their awareness of self-assessment and peer-assessment in formative assessment needed to be considered carefully. Probably because they lacked proper information on self and

peer assessment, both the Turkish and international students saw the teacher as the main assessor in this present study. These findings contradicted with Harlen's (2007) assessment for learning as a cycle of events, which emphasized that students' participation and interaction had better be used as a way of data collection during formative assessment. On the contrary, the participants' perceptions in the present study did not seem that they were on the centre of assessment, which showed that the teacher retained in the central role in formative assessment. Dargusch (2012) stated in her doctoral dissertation that in two ways, the role of the teacher in formative assessment were shown; "provider of feedback to improve summative assessment items and on classroom routines" and controller "over the metalanguage of assessment, expresses here as the assessment criteria and standards" (p. 248). If that was not the case, she claimed, students could not participate in learning fully and stayed dependent on the teacher, as they perceived in the present study. Lastly, most of the Turkish students perceived that they were assessed in some particular part of the lesson, which was a part of traditional assessment, while nearly all of the Turkish ones were aware that assessment was spread throughout the lesson. This difference might also result from the Turkish students' grade orientedness, which might make them focus on the objective, namely input, and ignore the whole procedure unlike the international ones.

Finally, the students' feedback perceptions in formative assessment revealed that both groups thought that they were given feedback so that they could see their weaknesses and strengths to improve themselves. The students seemed to use feedback to see how they had done or were doing something successfully (Sadler, 1989). Most of the students in the present study perceived feedback as a way to improve their learning as they did in the study of Kaur et al. (2017). However, the students were not aware that the teachers could use feedback "to modify teaching and learning activities" (Black & Wiliam, 2010, p. 82). It was inferred from the interviews that the majority of the students focused on their weaknesses on the feedback given and ignored their strengths, which contradicted with many studies such as Weurlander et al. (2012), claiming that students were able to see their progress and weakness with the help of feedback. On the other hand, the data collected supported the study of Kaur et al. (2017) that the students with different goal orientation seemed worried about the grades, but not about the feedback process. In the present study, the Turkish students tended to pay attention to feedback

in order to perform better in the next assignment or assessment activity unlike the international ones with improvement focus, which might also be interpreted as a sign of grade anxiety in terms of the Turkish students.

In conclusion, the findings of this study called attention to the study of Struyven et al. (2005), who found out in their research that students perceived alternative assessment personally and individually, and the study of Kaur et al. (2017) who found out that students with different level of goal orientation had different perceptions of the classroom assessment in higher education. It might be stated in this current case study that the individual differences and different goals had such undeniable effects on the students' perceptions that the students from different educational backgrounds and cultures had different perceptions of formative assessment.

5.3 Discussion of Findings of RQ2 and RQ3

The second research question aimed to investigate how the students' perceptions of formative assessment affected their language learning process in ENG 101 Communication Skills and Academic Report Writing I lesson, and the third one aimed to see what the teachers' perceptions were on the same issue. For this reason, quantitative data was collected through the adapted version of the questionnaire of Vaessen et al. (2016) in four factors, namely positive effects, negative effects, formative functions, and expectations from the students and the teachers. The results revealed that the students' perceptions of the factors stated showed significant differences in formative function with regard to sex; expectations with regard to nationality. Although the teachers' perceptions supported the students' perceptions on formative function with regard to sex, they also added that the international ones had more positive perceptions of formative assessment and made use of it more functionally. The qualitative data collected through the adapted interview questions of Ho (2014)'s research dissertation from the students revealed that there were some differences between the students perceptions of formative assessment on their language learning process regarding their nationality and sex. However, it was surprising to find out that there were some differences between the students and the teachers' perceptions of formative assessment on the students' language learning process. It was understood from these results that the formative use awareness of

both the students and teachers must be increased in order to come up with effective learning and teaching.

5.3.1 Discussion and findings of the questionnaires with the students and the teachers. The results of the questionnaires which were conducted to the Turkish and international students and the teachers indicated that most of the students seemed they had positive perceptions of formative assessment on their language learning process regardless of nationality or sex.

When positive factor of the questionnaire was analyzed, it might be stated that the majority of the students connected formative assessment with feeling of self confidence, less stress, more and regular study, regular feedback and motivation. This finding supported the fact that formative assessment could improve learning through effective feedback, organized teaching involving students and monitoring motivation and self-confidence of students (Black & Wiliam, 1998). The fact that the students' perceived such positive effects of formative assessment went parallel with the study results of Weurlander et al. (2012) who found out that the students in formative assessment felt a little stressed to be motivated to study for the assessment, which provided an increase in their extrinsic motivation and regular effort. Besides, the results of the teachers' questionnaire supported the students' answer that many students had positive perceptions of formative assessment. Their results, however, showed that the teachers' perceptions of the international students' positive perceptions were higher, which resulted from the students' reactions and formative functions in the classes.

The results on the negative factor revealed that a modest of number of the students perceived some negative perceptions of formative assessment such as wasting their time, deprivation, stress and inefficient study regardless of nationality and sex. As stated before, the students in performance group in the study of Kaur et al. (2017) who saw assessment as a way to a successful grade tended to associate it with some negative ideas such as "anxiety and stress" and expected less time consuming activities (p.7). Another study conducted by Lynam and Cachia (2017) also showed that low predictable assessment might cause stress, but helped with deep learning approach although high predictable assessment caused less stress with surface learning approach. In that case, it was probable that the students who went for grade focus and surface learning might have had some negative perceptions of

formative assessment. The teachers' answers to the negative factor supported that there was a minor group of the students who perceived negative effects of formative assessment regardless of nationality and sex.

As for formative function factor of the questionnaire, it was seen that the majority of the Turkish and international students appeared to understand the formative function of formative assessment and believed that they made use of it in their language learning process by putting more effort for better understanding, and using feedback to see where they were and learn better. However, the results showed that the female students perceived that they used formative assessment more functionally. This result contradicted with the study of Koul et al. (2006) who found out that there was no significant difference between students' perceptions based on their sex. However, it is a well known fact that there are studies available in which males tend to consider teaching and processes of evaluations more negatively (Worthington, 2002), and in which females are more language proficient than males (Boyle, 1987). This means that female students in this study perceived themselves to be functionally more efficient that than their male classmates. The results of the teachers' questionnaire also supported the students' answers. The teachers perceived that the female ones perceived that they made use of formative assessment functionally. In addition to the females, the teachers seemed to perceive that the international students were into formative assessment more functionally, which was also another indicator of the international students' positive perceptions to the lesson according to the previous results above.

Last result from the questionnaire revealed that the number of the students who expected more formative assessment activities, but less grade was low in general; however, there was a significant difference between the Turkish and the international students' number; the Turkish students expected more formative assessment activities but less grade instead. This result might be related to the fact that the Turkish students perceptions were more grade centred and they had some kind of grade anxiety supported by the interview results of the first research question. The study conducted by Vaessen et al. (2017) showed that students had biased or judged perceptions of frequent assessment depending on their grades, which also supported the study of Kaur et al. (2017) that students' perceptions of assessment were influenced by their goals. The teachers' answers showed that they perceived more than half of the students, which was much higher than the students perceived,

expected more formative assessment activities but less grade regardless of nationality and sex.

5.3.2 Discussion and findings of the interview with the students and the focus group with the teachers. The results of the interviews which were conducted to the Turkish and international students and the teachers gave more detailed information about the students' perceptions of formative assessment in students' language learning process. The results supported the questionnaire findings, but highlighted some valuable perceptions / concerns of the students, especially of the Turkish ones.

When the students' perceptions of feedback given by the teacher and how it affected their language learning process were analyzed, it was seen that both groups were willing to receive feedback. They perceived that feedback was positive influence to their learning and never mentioned anything negative during the interviews regardless nationality and sex. However, their perceptions of feedback varied in detail. As Stiggins et al (2007) stated the students' perceptions of feedback in the present study were more about knowing "where they're going, where they are now", but they mostly skipped "how to close the gap" part (p. 34). Although the Turkish students seemed to use feedback for better grades in the following assessment, the international ones seemed to use it better understanding. Moreover, both groups seemed to focus on their weaknesses rather than strengths, which showed that the students had to be given good and quality information about objectives for effective use of feedback (Harlan & Winter, 2004). And such feedback is in need of "a teacher who knows which skills are to be learned, and who can recognize and describe a fine performance, demonstrate a fine performance, and indicate how a poor performance can be improved" (Sadler, 1989, p.120). The responses from the teachers supported the students' perceptions that most of the Turkish students used feedback for better grades while the international ones seemed to be more interested in improving their weaknesses. The answers supported the fact that the Turkish students were more grade centred while the international ones were improvement centered. The Turkish students perceived feedback as a way of getting better grades, which was parallel to the results of the first, second and third question of the first interview. Besides that, the teachers mentioned something that the students never touched; written feedback. According to the teachers, both the Turkish

and international students took instant and written feedback more seriously. As a result, it might be said that the teachers' perceptions partially supported the students' and added a different point of view, which shows that feedback use awareness of both the teachers and the students must be increased.

Secondly, the students' perceptions of self and peer assessment on their language learning process showed that most of them were in favour of self-assessment while they were not so keen on peer-assessment with some different reasons regarding their nationality and sex. It might be said that the students in the present study did not seem to enjoy self-and peer assessment as much as they did the teacher's, which went parallel with the study of Chen et al. (2014). In their study, the students claimed that they did not feel fully participated in peer and self-assessment which they found unreliable. Despite appreciating self-assessment implementation in the present study, the Turkish students, particularly the males, seemed to have some concerning perceptions about their knowledge and ability to assess themselves. On the other hand, the international students seemed that they perceived self-assessment as a way to close the gap between where they were and they could be. In the present study, the students seemed to have more positive perceptions of self-assessment over peer-assessment, which contradicted with the study of Smimou and Dahl (2012) in which students preferred peer-evaluation over self-evaluation. Besides, students seemed less motivated by the used of self evaluation, but more motivated by student-peer evaluation in their study. Nevertheless, the results in the present study showed that neither group was so fond of peer-assessment in their learning. The majority of the students, particularly the Turkish ones, seemed nervous and anxious about peer-assessment procedure during the interviews. The answers showed that the Turkish students seemed to have reserved perceptions about peer-assessment as they, mostly females, did not expect the others to realize their mistakes and they did not trust the feedback they received from their peers. Moreover, it might be seen from their answers that the international students, despite having enough confidence, felt under pressure during peer-assessment as the Turkish students appeared demoralized or somehow disapproved their feedback. As in the study of Xiao and Carless (2013), the students favoured teacher's feedback over peer feedback. On the other hand, the responses from the teachers differed greatly from the students'; they believed that the students seemed to favour peer-assessment over self-assessment. Most of the teachers claimed that the Turkish students did not like criticizing themselves and

they could not act objectively during self-assessment. They also added that the international students were more in favour of self-assessment as they were more open to criticize themselves. According to the teachers' perceptions, the students, regardless of nationality or sex, seemed to enjoy competitive / motivating environment created by peer-assessment activities That is, the responses of the teachers showed some differences from the students' in terms of self and peer assessment, which reveals a critical and urgent need of a clear connection between the students and the teachers. There needs to be an updated link between the students' and the teachers' perceptions of self and peer-assessment activities so that the teachers can have more opportunities to monitor their students' improvement and adjust their lesson based on students' needs (Harlen, 2007).

When it comes to the students' perceptions of formative assessment on their success and their assessment preferences, which are somehow interrelated to each other, it was seen that most of the students, regardless of nationality and sex, had positive perceptions of formative assessment on their success and motivation as found in the study of Steadman (1998) and Weurlander et al. (2012). Probably because most of the students participated in the present study perceived that formative assessment was a good hand on their success and motivation, all of them stated that they would not prefer one summative exam without feedback. It was crystal clear from their answers that all of the Turkish and international students were completely against the idea of not receiving feedback. In this area of study, it might be said that, almost all studies done such as Struyven et al. (2004), Healy et al. (2014), Lynam and Cachia (2017) and Pereira et al. (2017) showed that students go for formative assessment rather than summative assessment because the former one was found "as a means of developing skills, and to a lesser extent understanding of the subjects area", and the latter one was found "lack of feedback, problems with bunching of assessments, and perceived lack of relevance to the learning outcomes" (Healy et al., 2014, pp. 479 - 480). With regard to these issues, the teachers' perceptions contrasted sharply with the students'; they perceived that the international students were more aware of formative assessment and used it functionally while the Turkish ones saw it as time-consuming. They also added that nearly all of the Turkish students, particularly males, seemed in favour of summative assessment attributing these to the cultural and educational background. Although Koloi-Keaikitse (2012) stated in her dissertation that teachers' perceptions of

classroom assessment were directly connected to the "characteristics of educational level, teaching experience, and level of assessment training", the results of the present study showed that their perceptions were supposed to include current perceptions of the students, as well.

In conclusion, these results enlightened us how the students' perceptions of formative assessment varied among themselves, and how their perceptions differentiated from the teachers', which was a clear indicator of both learners and teachers must be well informed about formative assessment process; their awareness must be increased and their practices must be improved.

5.4 Theoretical and Pedagogical Implications

The results of the present study provided some insights into the adult EFL students' perceptions of formative assessment in English lesson and how it affected their language learning process. The findings showed that the students' perceptions of formative assessment were mostly positive and most of them put effort to use it functionally. It also somehow increased the students' awareness of formative assessment and how they could make use of it in a learning environment. The results of this case study, however, showed that the main participants of formative assessment, namely the students and the teachers, lacked full knowledge and systematic practices of formative assessment which caused a little unsystematic and improper implementation. Therefore, it might be inferred that formative assessment awareness of participants should be increased by giving them full and complete use of it.

Although the responses from the teachers showed that they believed they had enough knowledge of formative assessment and its practices, the results showed that they should learn more about it for better implementations. It is known that teachers know what formative assessment is and they can integrate it in their teaching activities, however, it is also known that their opinions of formative assessment are different (Asghar, 2012). It is a clear fact that a lesson conducted by a teacher with rough and inadequate pedagogical knowledge might demoralize or discourage students (Hermann et al, 2015). According to Poehner and Lantolf (2005), a lesson which is conducted through unsystematic formative assessment might also turn into a place where students have difficulty in understanding tasks and feedback. That is

why, the results of this study reveal that the first thing to do is to inform the teachers about formative assessment better, and enable them to use it more systematically by using some necessary strategies (Leahy et al, 2005). They should be more cautious about the needs and feelings of the students so that the students feel more engaged and motivated. They should get away from the traditional way of teaching in which a teacher is a boss, and get closer to the learner-centred teaching.

Sadler (1989) states that students should undergo an active role in their own learning and monitor their weak sides to improve them. That is what is expected from the students participating in this present study. Black and Wiliam (1998) add that formative assessment emphasises the role of students and teachers equally, which means when teachers have professional knowledge of formative assessment, students can have as well. Non-existence of the first one probably affects the second one as shown by the results of this study; the students lack proper formative assessment knowledge and its practices as the teachers do. Although the students in the present study knew formative assessment procedure including giving-receiving feedback, self-assessment, peer-assessment, they did not know how to implement this procedure and how to monitor their own progress properly. They focused only weaknesses on given feedback and ignored what they could obtain through self and peer assessment. On the contrary, in formative assessment, students are expected to use feedback effectively, to assess themselves and their peer for improvement (Dargusch, 2012). Through self-assessment, they are supposed to be "more committed and more effective as learners" with "clear picture of the targets" (Black & Wiliam, 1998, pp.142-143). And, they are expected to accept criticism and learn by using the roles of teacher by means of peer assessment (Black et al., 2004). That is why, the students should be informed in detail that feedback, self-assessment and peer-assessment are a critical way of their improvement, not a way to judge, downgrade or humiliate themselves or their peers. Formative assessment practices emphasize the active involvement of students in the assessment process (Black & Wiliam, 1998), which allows them to take more responsibility and control their own learning (Chappuis & Stiggins, 2003).

Kaur et al. (2017) assert that different level of goal orientation leads students to have different perceptions of classroom assessment, which is another case in the present study. The responses of the students from different nations, divided into two categories named Turkish (mainly students from Turkey) and international (mainly

students from the Middle East) showed some differences in terms of assessment, learning, and improvement perceptions. The main difference between these two groups was that the Turkish students seemed grade focused and the international ones seemed improvement focused although it is not supported by any other studies. This might be resulted from a long history of the exams which the Turkish students are supposed to get ready at puberty. It cannot be denied that the Turkish students take a great deal of exams since their childhood, which is an enormous challenge to be solved by the authorities of the country. There needs to be a nation-wide consistent approach that enables teachers and students to focus on learning and improving underpinning formative assessment.

And the last but not the least implication obtained from the present study is that administration is also to do something for a better learning environment. They can hold organized and regular seminars or workshops to increase the awareness of the teachers and the students, which might provide them mutual benefit. Considering the fact that it is a foundation university, it might be a good idea to have successful teachers who help learners graduate successfully - from a successful institution, which opens the door of successful commercials.

5.5 Conclusion

The results of the study indicated that most of the students at this foundation university had positive perceptions of formative assessment although their perceptions showed some differences regarding their nationality and sex. It was crystal clear from the results that the Turkish students, particularly males, sounded more grade focused unlike the international ones, particularly females, who focused on improving themselves. The results also provided the researcher with the information that the students seemed to stick on some traditional ways of assessment such as seeing the teacher as the only assessor or putting their learning responsibility to the teacher.

The quantitative data collected through a questionnaire indicated that most of the students -particularly the international ones according to the teachers- had positive perceptions of formative assessment associating it feeling of self confidence, less stress, more and regular study, regular feedback and motivation while some had negative perceptions such as wasting their time, deprivation, stress and inefficient

study regardless of nationality and sex. The results also showed that there were sex differences with regard to using formative assessment functionally; females perceived that they applied formative assessment more functionally. According to the teachers, however, there was also nationality difference; that the international used applied formative assessment more functionally. Last result from the student questionnaire showed that there were nationality differences with regard to expectations although the sum number who expected more formative but less grade was low. The Turkish students expected more formative assessment activities but less grade instead. The teachers' answers showed that their perceptions of students' expectations showed no difference in terms of sex and nationality.

The qualitative data obtained through the interviews done with the students and the teachers revealed that they, regardless of nationality and sex, had positive perceptions of formative assessment on their success and motivation and they did not prefer summative one without feedback which contrasted with the teachers'. The teachers believed that that the international students were more aware of formative assessment; the Turkish students, particularly males, seemed in favour of summative assessment. The results also showed that most of the students were in favour of self-assessment while they were not so keen on peer-assessment with some different reasons regarding their nationality and sex. Although the Turkish male students seemed to have some concerns about self-assessment, the Turkish female had with peer-assessment. The teachers, on the contrary, believed that the students seemed to favour peer-assessment over self-assessment regardless of nationality and sex.

Finally, the results showed that there were some differences between the students' and teachers' formative assessment perceptions and its effects on the students' learning, which might affect the language learning process as well.

In the light of these findings, it might be said that most of the students had positive perceptions of formative assessment regardless of nationality and sex. There were some differences between the students' perceptions of formative assessment regarding their nationality and sex which seemed to affect their language learning process. The students at this foundation university knew and understood formative assessment and its practices regardless of nation and sex; however, they could not comprehend the paradigm behind it. As they did not know how to implement it to their learning, they failed to use it as effectively as it was expected. To do so, the teachers are supposed to be well-informed and practised first. Considering the results

of the study showing a contrast between the students and the teachers' perceptions in parts, it might also be inferred that there is a critical and urgent need of a clear connection between them. There needs to be a transparent link between the students and the teachers which connects and enables them to see one another through for a better learning environment.

5.6 Recommendations for Future Research

This study offers several recommendations for future research starting with the limitations mentioned before.

The very first limitation of this study was the number of the participants, who received in only one institution. Considering the sample of the study; the Turkish and international freshman students, the present study may not represent the all students' perceptions, which is why, the number of the sample and the institution is supposed to be increased for generalizability.

Further research also could focus on formative assessment use of an institution in Turkey to understand how it is implemented in detail. Teachers' perceptions of formative assessment and their own practices might be also studied to look into other aspects of formative assessment. Also, a more detailed comparative study involving both formative assessment perceptions of teachers and students might provide more detailed and broad information about the issue.

In short, this is a study performed with a small number of participants with some limitations. In order to gain a deeper insight about formative assessment, future studies should consider the recommendations above.

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APPENDICES

A. Semi-Structured Interview with the Students

CONSENT FORM
CONSENT FORM – INTERVIEW WITH AUDIORECORDING
Consent to Participate in Research
Title of Study: *A Comparative Study of Turkish and International Adult EFL Students' Perceptions of Formative Assessment*

Introduction and Purpose
My name is Nazlı Uysal Kurtulmuş. I am a graduate student at Bahçeşehir University in the Department of English Language Teaching. I would like to invite you to participate in my research study, which is about the perceptions of EFL Turkish and international students on formative assessment in the Modern Languages Department of a foundation university in İstanbul.

Procedures
I would like to do an interview with you about your perceptions of formative assessment at a time and a location of your choice if you accept participating in my study. The interview is supposed to last about 15 minutes. With your permission, I will record and take notes during the interview. The recording is for taking the information you provide accurately, and will be used for transcription purposes only. I will take notes unless you choose to be recorded. If you agree to being recorded but feel restless at any time during the interview, I can turn off the recorder at your request. Or if you don't choose to continue, you can stop the interview at any time.

Confidentiality
Your study data will be analysed as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

Rights
Participation in research is completely voluntary. You are free to refuse to participate in the study. You can pass any questions or stop participating in the study at any time.

Questions
If you have any questions about this research, please do not hesitate to contact me. I can be reached via nzluysl@gmail.com address.
CONSENT
You will be given a copy of this consent form to keep for your own records.
If you would like to take participate in this study, please sign and date below.

_____ _____
Participant's Name Participant's E-mail Address

_____ _____
Participant's Signature Date Participant's Phone Number (optional)

_____ _____

INTERVIEW QUESTIONS
STUDENTS' PERCEPTIONS OF FORMATIVE ASSESSMENT

Formative assessment refers to frequent, interactive assessments of students' progress and understanding to identify learning needs and adjust teaching appropriately (Looney, 2005, p.21).

1. Why do you think that the teacher in your English course assesses you?

2. Do you think that all the assessments in your English course are graded? Which ones are non-graded? How do you think they are conducted?

3. What do you consider to be the purpose of formative assessments in your English course?

4. Who do you think the assessors of formative assessment are in your English course?

5. When do you think you are assessed in your English course?

6. Why do you think that the teacher gives you feedback in your English course?

7. Why do you think that the teacher makes you assess yourself in your English course?

8. Why do you think that the teacher employs peer-assessment in your English course?

**THE EFFECTS OF FORMATIVE ASSESSMENT ON STUDENTS'
PERCEPTIONS OF THEIR LANGUAGE LEARNING PROCESS**

Thank you for participating in this survey and assisting for my graduate thesis. This questionnaire aims to explore your perceptions of the effects Formative Assessment on your language learning process in English. Please read the following statements carefully and circle the number in front of the item that applies to your perspective. In these items 5: strongly agree, 4: agree, 3: neutral, 2: disagree, 1: strongly disagree

PART 1
Age : _____
Sex: <u>Female</u> / <u>Male</u>
Nationality:
Which high school did you graduate from? _____
Did you study prep school at university: <u>Yes</u> / <u>No</u>
How many years did you study in school?

1	2	3	prep

How long have you been learning English?

5 years	5-7 years	7-10 years	10-12 years	12-15 years	More than 15 years

What is your department?
_____

PART 2
"Formative assessment refers to frequent, interactive assessments of students' progress and understanding to identify learning needs and adjust teaching appropriately" (Looney, 2005, p. 21)

1. Formative assessment practices in this course made me study regularly.	1	2	3	4	5
2. Formative assessment practices in this course motivated me.	1	2	3	4	5
3. I would rather not have formative assessment practices in this course because I preferred to study when I wanted to.	1	2	3	4	5
4. I think formative assessment practices in this course were a waste of time.	1	2	3	4	5
5. Formative assessment practices in this course deprived me of the opportunity to study on my own initiative.	1	2	3	4	5
6. I would study more efficiently for this course without formative assessment practices.	1	2	3	4	5
7. I liked getting regular feedback for formative assessment practices in this course.	1	2	3	4	5
8. In this course, I would rather only receive feedback for formative assessment practices assessments, without a grade.	1	2	3	4	5
9. Because of formative assessment practices in this course, I experienced less stress and tension for the final exam.	1	2	3	4	5

10. Because of formative assessment practices in this course, I experienced a lot of stress and tension.	1	2	3	4	5
11. Without formative assessment practices, I would have studied less in this course.	1	2	3	4	5
12. In response to my grades for formative assessment practices in this course, I started studying more.	1	2	3	4	5
13. In response to my grades for formative assessment practices in this course, I started studying less.	1	2	3	4	5
14. The grades and feedback that I received through formative assessment practices in this course provided me with a feeling of self-confidence.	1	2	3	4	5
15. I used feedback in this course to find out what I did and did not need to study.	1	2	3	4	5
16. After formative assessment practices in this course, I took effort to study the material I didn't master better.	1	2	3	4	5
17. In this course, I was able to use feedback to find out what parts I did or did not master yet.	1	2	3	4	5

C. Semi-Structured Interview with the Students

CONSENT FORM
CONSENT FORM – INTERVIEW WITH AUDIORECORDING
Consent to Participate in Research
Title of Study: *A Comparative Study of Turkish and International Adult EFL Students' Perceptions of Formative Assessment*

Introduction and Purpose
My name is Nazlı Uysal Kurtulmuş. I am a graduate student at Bahçeşehir University in the Department of English Language Teaching. I would like to invite you to participate in my research study, which is about the perceptions of Turkish and international EFL students on formative assessment in the Modern Languages Department of a foundation university in İstanbul.

Procedures
I would like to do an interview with you about the effects of formative assessment on your perceptions of language learning process at a time and a location of your choice if you accept participating in my study. The interview is supposed to last about 10 minutes. With your permission, I will record and take notes during the interview. The recording is for taking the information you provide accurately, and will be used for transcription purposes only. I will take notes unless you choose to be recorded. If you agree to being recorded but feel restless at any time during the interview, I can turn off the recorder at your request. Or if you don't choose to continue, you can stop the interview at any time.

Confidentiality
Your study data will be analysed as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

Rights
Participation in research is completely voluntary. You are free to refuse to participate in the study. You can pass any questions or stop participating in the study at any time.

Questions
If you have any questions about this research, please do not hesitate to contact me. I can be reached via nzluysl@gmail.com address.

CONSENT
You will be given a copy of this consent form to keep for your own records.
If you would like to take participate in this study, please sign and date below.
_____ _____
Participant's Name Participant's E-mail Address

_____ _____
Participant's Signature Date Participant's Phone Number (optional)

_____ _____

INTERVIEW QUESTIONS

THE EFFECTS OF FORMATIVE ASSESSMENT ON STUDENTS'

PERCEPTIONS IN THEIR LANGUAGE LEARNING PROCESS

1. How do you use the feedback given by the teacher? Does it help you? In what way?

2. Do you like self-assessment? Do you think it has any advantages or disadvantages?

3. Do you like peer-assessment? Do you think it has any advantages or disadvantages?

4. Do you think that formative assessment in English course motivates you? Why? How? Does it affect your success? Why? How?

5. Would you rather have only one assessment (summative) with one grade without feedback? Why?

D. The Questionnaire for the Teachers

TEACHERS' PERCEPTIONS OF STUDENTS' FORMATIVE ASSESSMENT PERCEPTIONS IN THEIR' LANGUAGE LEARNING PROCESS

Thank you for participating in this survey and assisting for my graduate thesis. This questionnaire aims to explore your perceptions of Turkish and international EFL students' Formative Assessment perceptions on their language learning process in English. Please read the following statements carefully and circle the number in front of the item that applies to your perspective. In these items 5: strongly agree, 4: agree, 3: neutral, 2: disagree, 1: strongly disagree.

PART1

Name:_____(optional)
Age: _____
Years of experience:

1-3 years	3-5 years	5-7 years	7-10 years	more than 10 years

PART 2

Formative assessment refers to frequent, interactive assessments of students' progress and understanding to identify learning needs and adjust teaching appropriately (Looney, 2005, p.21).

	Turkish Students											International Students									
	Females					Males						Females					Males				
1. Formative assessment practices in this course made me study regularly.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
2. Formative assessment practices in this course motivated me.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
3. I would rather not have formative assessment practices in this course because I preferred to study when I wanted to.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
4. I think formative assessment practices in this course were a waste of time.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
5. Formative assessment practices in this course deprived me of the opportunity to study on my own initiative.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5

6. I would study more efficiently for this course without formative assessment practices.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
7. I liked getting regular feedback for formative assessment practices in this course.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
8. In this course, I would rather only receive feedback for formative assessment practices assessments, without a grade.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
9. Because of formative assessment practices in this course, I experienced less stress and tension for the final exam.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
10. Because of formative assessment practices in this course, I experienced a lot of stress and tension.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
11. Without formative assessment practices, I would have studied less in this course.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
12. In response to my grades for formative assessment practices in this course, I started studying more.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
13. In response to my grades for formative assessment practices in this course, I started studying less.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
14. The grades and feedback that I received through formative assessment practices in this course provided me with a feeling of self-confidence.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
15. I used feedback in this course to find out what I did and did not need to study.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
After formative assessment practices in this course, I took effort to study the material I didn't master better.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5
16. In this course, I was able to use feedback to find out what parts I did or did not master yet.	1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5

E. Focus Group Interview with the Teachers

CONSENT FORM
CONSENT FORM – INTERVIEW WITH AUDIORECORDING

Consent to Participate in Research
Title of Study: *Adult EFL Students' Perceptions of Formative Assessment*

Introduction and Purpose
My name is Nazlı Uysal Kurtulmuş. I am a graduate student at Bahçeşehir University in the Department of English Language Teaching. I would like to invite you to participate in my research study, which is about the perceptions of Turkish and international EFL *students on formative assessment in the Modern Languages Department of a foundation university in İstanbul.*

Procedures
I would like to do an interview with you about your perceptions of students' formative assessment perceptions at a time and a location of your choice if you accept participating in my study. The interview is supposed to last about 45 minutes. With your permission, I will record and take notes during the interview. The recording is for taking the information you provide accurately, and will be used for transcription purposes only. I will take notes unless you choose to be recorded. If you agree to being recorded but feel restless at any time during the interview, I can turn off the recorder at your request. Or if you don't choose to continue, you can stop the interview at any time.

Confidentiality
Your study data will be analysed as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

Rights
Participation in research is completely voluntary. You are free to refuse to participate in the study. You can pass any questions or stop participating in the study at any time.

Questions
If you have any questions about this research, please do not hesitate to contact me. I can be reached via nzluysl@gmail.com address.

CONSENT
You will be given a copy of this consent form to keep for your own records.
If you would like to take participate in this study, please sign and date below.

_____ _____
Participant's Name Participant's E-mail Address
_____ _____
Participant's Signature Date Participant's Phone Number (optional)
_____ _____

INTERVIEW QUESTIONS

TEACHERS' PERCEPTIONS OF STUDENTS' FORMATIVE ASSESSMENT

PERCEPTIONS IN THEIR LANGUAGE LEARNING PROCESS

"**Formative assessment refers to frequent, interactive assessments of students' progress and understanding to identify learning needs and adjust teaching appropriately**" (**Looney, 2005, p.21**).

1. How do the students use the feedback given by the teacher? Does it help them? In what way?

2. Do the students like self-assessment? What do you think about the students' perceptions of its advantages or disadvantages?

3. Do the students like peer-assessment? What do you think about the students' perceptions of its advantages or disadvantages?

4. Do you think that your students think formative assessment in English course motivates them? Why? How? Does it affect their success from the point of your students? Why? How?

5. Do you think that the students would rather have only one assessment (summative) with one grade without feedback? Why?

F. Assessment and Grading System of the Program

The following table lists the assignments and their values. Students must complete all the required assignments in order to receive full credit for the course.

ASSESSMENT AND GRADING		
	Percentage	**GRADING SCALE**
Summary	10 %	100-90 : **AA**
Quiz	10 %	89-85 : **BA** 84-80 : **BB**
Presentation	10 %	79-75 : **CB** 74-70 : **CC**
Midterm exam	30 %	69-60 : **DC** 59-50 : **DD**
End-of-term exam	40 %	49 and below : **F**
IMPORTANT NOTES: * Students who are registered on Turnitin with their personal email addresses will be dropped from Turnitin classes. * Students who are absent on the day of the in-class assignments **will not be allowed** to do them afterwards and lose points. * Any appeal to the exam results is to be submitted with a form to the Secretary of Modern Languages Department latest **in one week** after the exam results are announced. * Students are to follow the announcements related to the exams and issues about their ENG courses on the website of the school regularly.		

G. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Uysal Kurtulmuş, Nazlı

Nationality: Turkish (T.C.)

Date and Place of Birth: 3 February 1986, Ordu

Marital Status: Married

Phone: +90 212 440 00 00

e-mail: nzluysl@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
M.A.	Bahçeşehir University	2018
B.A.	Karadeniz Technical University	2008
High School	Ünye Anatolian High School	2003

WORK EXPERIENCE

Year	Place	Enrollment
2013 – 2018	Altınbaş University	English Lecturer
2011 – 2013	Gümüşhane University	English and Turkish Lecturer
2009 – 2010	American Cultural Association L.C.	English Teacher
2008 – 2009	TEOL Language Education Centre	English Teacher

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

English Language Teaching Cerficate	Trabzon / TURKEY
Assessment and Evaluation Techniques	Gümüşhane / TURKEY

HOBBIES

Theatre, Movies, Travelling