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A MASTER'S THESIS

Pre-service English Teachers Opinions and Efficiency Perceptions towards Alternative Assessment and Evaluation

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ABSTRACT

The aim of this study is to examine the opinions of pre-service English teachers about alternative assessment and evaluation and their efficiency perceptions towards using assessment and evaluation tools and methods in terms of some variables. For this purpose,''Alternative Assessment and Evaluation Attitude Scale'' and ''Assessment and Evaluation Competence Survey'' developed by İzci et al., (2012) were administered to the 3rd and 4th grade pre-service teachers studying in the English Language Teaching Department of Trakya University Faculty of Education in the 2022-2023 academic year. After the Scale and Survey, open-ended questions were asked to the pre-service teachers by the researcher. Quantitative data obtained from data collection tools were analyzed using SPSS v.27 and AMOS v. 23., and qualitative data were analyzed using the content analysis method. As a result, it has been revealed that pre-service English teachers think that alternative assessment and evaluation approaches provide positive support to the learning and teaching process, but have some limitations. In addition, it was found that the efficiency perceptions of pre-service teachers in using alternative assessment and evaluation tools and methods was higher in methods such as multiple choice tests, true-false tests, projects, observation and worksheets, compared to other methods and less competent in using structured grid, concept misconception test, interviews, rubrics and learning disability assessment tests in the assessment and evaluation process.

Key Words: alternative assessment and evaluation, efficiency, pre-service teachers

Tez Başlığı: İngilizce Öğretmen Adaylarının Alternatif Ölçme ve Değerlendirme Yöntemlerine Yönelik Düşünceleri ve Yeterlilik Algıları

Hazırlayan: Semra Kodra

ÖZET

Bu çalışmanın amacı, İngilizce öğretmen adaylarının alternatif ölçme ve değerlendirmeye yönelik görüşlerinin ve ölçme değerlendirme araç ve yöntemlerini kullanmadaki yeterlilik algıladıklarının bazı değişkenler açısından incelemesidir. Bu amaçla 2022-2023 eğitim-öğretim yılında Trakya Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği bölümünde öğrenim gören 3. Ve 4. Sınıf öğretmen adayına İzci ve diğerleri, (2012) tarafından geliştirilen ‘’Alternatif Ölçme Değerlendirme Tutum Ölçeği’’ ve ‘’Ölçme Değerlendirme Yeterlilik Anketi’’ uygulanmıştır. Ölçek ve Anketten sonra ise son olarak öğretmen adaylarına araştırmacı tarafından hazırlanan açık uçlu sorular sorulmuştur. Veri toplama araçlarından elde edilen nicel veriler SPSS v.27 ve AMOS v. 23. ile, nitel veriler ise içerik analiz yöntemi kullanılarak çözümlenmiştir. Sonuç olarak, İngilizce öğretmen adayları alternatif ölçme ve değerlendirme yaklaşımlarının öğrenme ve öğretme sürecini olumlu şekilde destek sağladığını ancak bazı sınırlılıklara sahip olduğunu düşündükleri ortaya çıkmıştır. Ayrıca, öğretmen adaylarının alternatif ölçme değerlendirme araç ve yöntemlerini kullanma konusundaki algılanan yeterliliklerinin çoktan seçmeli testler, doğru yanlış testleri, proje, gözlemleme ve çalışma kağıdı gibi yöntemlerde diğer yöntemlere göre daha fazla olduğu, yapılandırılmış grid, kavram yanılgısı testi, görüşmeler, rubrik ve öğrenme güçlüğü değerlendirme testleri gibi yöntemlerde ise daha az yeterli olduğu anlaşılmıştır.

Anahtar Kelimeler: alternatif ölçme ve değerlendirme, yeterlilik, öğretmen adayları

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LIST OF ABBREVIATIONS

PPSE: Public Personnel Selection Examination
AAE: Alternative Assessment and Evaluation
SPSS: Statistical Package for the Social Studies
AMOS: Analysis of Moment Stuctures
EFL: English as a Foreign Language
SL: Supportive of Learning
ST: Supportive of Teaching
LIM: Limitations
GPA: Grade Point Avarage
ASAA: Attitude Scale for Alternative Assessment
CFA: Confirmatory Factor Analysis
CR: Composite Reliability
AVE: Avarage Variance Extracted

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1. CHAPTER: INTRODUCTION

This section consists of problem statement of the research, its purpose, sub-problems of the research, importance of the research, assumptions, limitations and definitions about the research.

1.1. Problem Statement

Teachers consist of people who have the capacity to manage generations successfully. They are also the people who provide qualified information to a teacher candidate while training them. In this case, the education given by teachers and the education students receive during university are very important for their careers and future. A teacher adds social value to new generations and ensures that students are productive, able to think, respond in harmony to every developing innovation, happy and also making them a person who can achieve these goals while giving them the education that is very important which this process is much more effective than other education variables (Özkan & Arslantaş,2013).

The concepts of assessment and evaluation are usually encountered by students in courses or elective courses they take at university. It is important for a pre-service teacher to have knowledge about assessment and evaluation concepts. Thanks to these concepts, a teacher plans the education they will give. Planning the lesson is one of the most important points of learning. Because, after planning the lesson a teacher can decide on what tools they are going to use in the teaching process. Just as the planning of a lesson is crucial in the functioning of the educational process, the assessment and evaluation tools that are used by the teacher according to the needs of the student are also crucial. Teacher and pre-service teacher who is aware of the importance of assessment and evaluation, believes in them, recognizes that these studies can only be conducted effectively by giving importance to scientific methods and principles, developing oneself in the field of

education and being knowledgeble of it allows them to meaningfully demonstrate what is expected of them in their profession (Aktaş & Alıcı,2012).

The assessment and evaluation process can be seen as the evaluation of the student by the teacher. A assessment and evaluation process is carried out to determine how much the intended gains have been achieved (Karaman,2014). Both the teacher and the student have a great role in determining this process. Some of the studies conducted on assessment and evaluation show that teachers are insufficient in assessment and evaluation. As a result of the findings of the research made by Çakan (2004) it was seen that teachers found themselves lacking or inadequate in the assessment and evaluation section. In the study of Sabancı (2017) it is seen that teacher candidates perceive themselves as "medium level" competent according to the general competence perception scale of assessment and evaluation, meaning that they need to improve themselves in assessment and evaluation.

Assessment and evaluation can be generally divided into two. The first of these is traditional assessment and evaluation, and the other is alternative assessment and evaluation.

Traditional assessment tools are one of the methods that guide education. In the past, traditional assessment methods have been commonly accepted (Belle, 1999). These tools are techniques that have been used by teachers and educators for a very long time. In this product-oriented teaching process, the focus is on multiple choice and short answer tests, written and oral examinations, and in this way, the student's success is evaluated in a traditional way (Gelbal & Kelecioğlu,2007). These methods, which have been used for years, have changed with the increasing development of technology and the complete change of the student profile. It seems that traditional methods such as written examination and multiple choice are insufficient to evaluate the student's knowledge during the education period (Türkben,2022).

Alternative assessment and evaluation, which emerged in response to the traditional assessment and evaluation process, has become an important concept in recent years. How much knowledge a pre-service teacher has about alternative assessment and

evaluation concepts provides us with some ideas about the teachers who will be trained in the future. Since teacher candidates are young people to whom we will entrust our future, it is important that they understand these concepts, think about the concept, and be proficient in using these concepts during the education process. Yenice et al. (2014) mentioned in their study that the self-efficacy of pre-service teachers in using alternative assessment and evaluation approaches was close to a good level. According to the results of the research conducted by Şenel Çoruhlu et al. (2009) it has been shown that some of the teachers, who mostly use alternative assessment and evaluation tools such as performance evaluation, project and poster assignments, try to use the student product file, but they have difficulty in using these methods in practice due to lack of experience and knowledge.

Karaman & Şahin (2014) revealed in the suggestion part of his study that more importance should be given to the development of thoughts and attitudes regarding assessment and evaluation.

To conclude, examining the perceptions and opinions of pre-service teachers and teachers, who are an important part of education, on this subject is important in terms of eliminating the deficiencies in the field and guiding educators.

1.2. Purpose of the Research

Researchers have been working on assessment and evaluation issues for years. Most of these studies were conducted with teachers or teacher candidates. As alternative assessment and evaluation has attracted more attention in recent years, pre-service teachers' thoughts on this issue and how adequate they are are important.

It is important that evaluation is not carried out only with traditional methods during second foreign language education. Because in second foreign language learning, the process works very differently for both the student and the teacher. As a result, the aim of this study is to examine the opinions of pre-service English teachers about alternative assessment and evaluation and their perceptions of competence in using

assessment and evaluation tools in terms of some variables. The views of the pre service English teachers participating in the study on alternative assessment and evaluation and their perceptions of competence in using assessment and evaluation tools will be examined in terms of various variables. These variables are class, department satisfaction, grade point average, planning to take the PPSE exam and planning to become a teacher after graduation.

1.3. Questions of the Research

1.What are the perceptions of pre-service English teachers' regarding alternative assessment and evaluation approaches?

2.What are the opinions of pre-service English teachers' regarding their competence in alternative assessment and evaluation approaches?

3.Do pre-service English teachers' perceptions towards Alternative Assessment and Evaluation differ significantly according to the class variable?

4.Do pre-service English teachers' opinions regarding their competence in towards Alternative Assessment and Evaluation differ significantly according to the class variable?

5.Do pre-service English teachers' perceptions towards Alternative Assessment and Evaluation differ significantly according to the department satisfaction variable?

6.Do pre-service English teachers' opinions regarding their competence in towards Alternative Assessment and Evaluation differ significantly according to the department satisfaction variable?

7.Do pre-service English teachers' perceptions towards Alternative Assessment and Evaluation differ significantly according to the GPA variable?

8.Do pre-service English teachers' opinions regarding their competence in towards Alternative Assessment and Evaluation differ significantly according to the GPA variable?

9.Do pre-service English teachers' perceptions towards Alternative Assessment and Evaluation differ significantly according to planning to take the PPSE variable?

10.Do pre-service English teachers' opinions regarding their competence in towards Alternative Assessment and Evaluation differ significantly according to planning to take the PPSE variable?

11.Do pre-service English teachers' perceptions towards Alternative Assessment and Evaluation differ significantly according to the planning to become a teacher variable?

12.Do pre-service English teachers' opinions regarding their competence in towards Alternative Assessment and Evaluation differ significantly according to the planning to become a teacher variable?

13. What are the opinions of pre-service English teachers on using alternative assessment and evaluation tools?

1.4. Importance of Research

With the rapid development of technology, many developments have occurred in the field of education. As a result of these developments, there have been changes in the way students learn. It would not be wrong to say that changes in the way of learning have begun to occur even more as of the Covid-19 epidemic. The fact that distance education has gained a greater place in our lives can be a great example of these changes. According to Kocayiğit & Salih (2020), distance education is a planned and regular activity that is very flexible in terms of "learning time". Distance education has become a concept that is constantly used today and allows many educational tools to enter our lives. Teachers have now started to use most of these in schools.

Significant advances in assessment and evaluation practices have occurred with the introduction of distance education into our lives (Baran, 2020). With the development of such an unexpected situation, how teachers manage the process has become important.

Assessment and Evaluation is one of the subjects that has attracted the attention of researchers for years, as it is today. It is an important part that is inseparable from assessment and evaluation education. When talking about education, we need to emphasize the importance of assessment and evaluation. Assessment in education can be done in different ways. But in general, assessment in education can be divided into two: alternative assessment and traditional assessment.

It is important to use alternative assessment and evaluation methods, especially today, and to train teachers who use them. With the development of education, especially distance education, teachers' use of this method has become more widespread.

Evaluating the student's success with the traditional method instead of alternative means by giving importance to multiple choice questions, short answer tests, written and oral examinations and the products as a result (Gelbal & Kelecioğlu, 2007). In this case, a significant burden falls on teachers. Because, it is very important that teachers have significant knowledge about assessment and evaluation (Yasar, 2014).

Teachers must be able to use constructivist evaluation tools as adequately as traditional assessment tools (Karamustafaoğlu et al., 2012). While traditional assessment tools still constitute an important part of education today, the critical point for teachers and pre-service teachers is to also use alternative assessment and evaluation tools. However, this is why this research, which was conducted to investigate the knowledge of pre-service teachers on this subject and their opinions and competencies on this subject, is important.

The opinions of pre-service teachers about alternative assessment and evaluation methods significantly affect education. As a result, it is equally important for them to have positive thoughts about these issues, to be familiar with these terms, and to try to improve themselves on these issues. In conclusion the importance of this study is to examine pre-service English teachers opinions on alternative assessment-evaluation and their perceptions in terms of some variables.

1. 5. Limitations of the Research

The limitations of this study are listed below.

1. The study is limited to the year 2022-2023.

2. The study was conducted with 165 pre-service English teachers' studying in the 3rd and 4th grades at Trakya University.

1.6. Assumptions

It was assumed that the Pre-service English teachers who participated in the research correctly understood the items in the "Alternative Assessment and Evaluation Attitude Scale" and "Assessment and Evaluation Efficiacy Survey" and answered the questions in the "Open-Ended Questions" sincerely.

1.7. Definitions

Assessment: The general term for assessment involves activities carried out by both teachers and students to gather information and these informations serve as feedback to adapt and improve teaching and learning activities (Black & Wiliam,1998).

Evaluation: It is a process of that involves relevant decision areas of concern, choosing appropriate information, collecting and analyzing information to report summary information that will help decision makers choose among options (Stecher & Davis,1987).

Traditional Assessment: It refers to evaluations that typically involve standardized and classroom achievement tests containing primarily closed-ended items, for example true/false, multiple choice, and fill-in-the-blanks (Belle,1999).

Alternative Asssessment: It refers to evaluation that includes critical thinking or higher order skills (Belle,1999).

2. CHAPTER: LITERATURE REVİEW

2.1. Assessment and Evaluation in Education

Education is a field that affects an individual's development, thinking and behavior. As a general definition, according to Fidan (2012) education is the process of training individuals for some purposes. Individuals show differences in their personalities during this process (Özkan, 2006). Education also is a process that has evolved to enable individuals to develop themselves. Successfully completing this process positively contributes to personal growth. The quality of education a person receives plays a crucial role in this journey. Also, education process does not just affect the individual. One of the important issues in the development of a country is education (Johan & Harlan, 2014). In this case, an individual's education is as important for the future of the society they live in as it is for their own personality and behavior.

The teacher has a great role in determining the quality of education. Because a teacher is the person who creates bright future. The attitude of the teacher during this process determines the functioning of the education process. The teacher is seen as a role model for the student. In this case, their attitude and approach towards the students affect the process beyond the education provided to them. Another important aspect that the teacher should pay attention to in the education process is increasing the student's motivation towards the lesson. Lastly, the teacher should provide education by regularly improving themselves and looking at the world outside the frame to motivate the students.

Change in education is a process that has been taking place for centuries. However, we can see that we are faced with a huge change as of the Covid-19 epidemic in 2019. One of these changes can be shown as the introduction of distance education into our lives. When the government told institutions to stop face-to-face education, most students turned

to online education and virtual education almost within a day (Daniel, 2020). As a result, there have been changes in the assessment and evaluation process in this evolving period.

Assessment occurs in order to determine how much a person has acquired qualities and characteristics (Özalkan,2021). Evaluation is completed with a decision made based on the results or criteria given through written and oral examinations, multiple choice tests, assignments or projects throughout the duration of the lesson or course (Baykul, 1992). While assessment in education is defined as giving points, and evaluation is defined as the judgment that corresponds to the grade (Çolak, 2008).

During this period when education has been conducted online, teachers have used various assessment tools to complete the process. Due to the progression of the process in a computer environment, one of the most widely used tools by teachers has been assignments. In addition to assignments, teachers have also gave projects to be completed by students within specified time frames. Traditional assessment tools such as open-ended or multiple-choice questions have been used alongside various alternative assessment tools like quizzes, project assignments, and presentations.

Although the combination of traditional assessment and evaluation tools, teachers' observations and student motivation ensures that distance education continues, making an evaluation using only these methods is not a very healthy method (Turan et al., 2022). With the change in education and training caused by the Covid-19 epidemic, higher education institutions and universities had to develop their own management styles according to the changing demands of students and academicians (Karakose, 2021).

Along with these changes in education and training, assessment and evaluation methods have also changed. The assessment and evaluation process has been completed with open-ended questions, multiple choice questions, projects and research assignments that students are familiar with in distance education. It would not be wrong to state that teachers and students who are faced with some connection problems or computer problems during the assessment and evaluation process have difficulty in managing this process. The lack of a assessment and evaluation method for these courses carried out

through distance education caused the people in the process to lose motivation due to reasons such as the lack of interaction due to the lack of tools in the same environment (Özalkan,2021).

The parts where the learner fails in learning are identified and the deficiencies are eliminated by using assessment and evaluation methods (Safalı et al., 2018). Teachers learn information about their competencies in the field of assessment and evaluation in the Assessment and Evaluation course they take during their undergraduate years (Şahin et al., 2015). For this reason, teachers and pre-service teachers must know these methods in order to create better learning process.

2.1.1. Assessment

Assessment occurs in order to determine how much a person has acquired the qualities and characteristics (Özalkan,2021). In order for assessment to be carried out, the purpose and scope must be determined (Altmışdört,2010). The goal is determined by the teacher or school, but the process is managed by the teacher. In this case, what is important is how the teacher manages this process.

After the purpose is determined, the use of tools is necessary. Many different assessment tools are used to measure a student's success (Akyıldız &Karadağ ,2018). We can generally divide the tools to be used for measurement into two. The first of these is traditional tools. Examples of traditional tools include open-ended questions, true-false tests, multiple choice questions, and matching questions. The second is alternative measurement tools. Examples of alternative measurement tools are projects, portfolios and self-assessment.

In this case, while the traditional assessment tools used by teachers for years are more process-oriented, the alternative assessment tools that have entered our lives in the last 20 years are more student-oriented.

2.1.2. Evaluation

The evaluation process begins after the student's performance is assessed with the help of some tools. According to Baykul (1992), evaluation is defined as "the comparison of evaluation results with a criterion or set of criteria to reach a decision." During the evaluation process, the teacher understands how much progress the student has made in a particular lesson or subject. In this process, the teacher uses the traditional assessment tools (true-false tests, fill-in-the-blank) or alternative assessment tools (project, drama, observation).

One of the most important purposes of the evaluation process is to determine how much the learner understands the course or subject, to understand what the students' deficiencies are in, and how much progress the student has made in the course they have taken within a semester or a year. In any evaluation process, knowledge of the subject is essential (Kizlik, 2012).

Another important issue in the evaluation process is that the teacher is objective when evaluating students. In this process, teachers should not only stick to traditional methods, but should also observe students, give them projects on subjects they are interested in, and evaluate each student according to their own character traits and abilities. The teacher's role in this process is as big as the student's role.

When we look at the last process, teachers now correct the deficiencies after making some judgments and give feedback to the students. During this process, the teacher completes the student evaluation.

2.3. Traditional Assessment and Evaluation

In this part of the research, traditional tools such as short answer tests, open-ended questions, true-false tests, matching and multiple choice tests will be discussed.

Traditional measurement tools are one of the methods that guide education. These tools are techniques that have been used by teachers and educators for a very long time. In this product-oriented teaching process, the focus is on multiple choice and short answer

tests, written and oral examinations, and in this way, the student's success is evaluated in a traditional way (Gelbal & Kelecioğlu,2007). Testing is one of the most important examples of this traditional process. In order for the exams to be completed, students must use the recall information or answer choices (Taneri,2017). It seems that traditional methods such as written examination and multiple choice are insufficient to evaluate the student's knowledge during the education period (Türkben,2022).

As a result, it is very important to ensure changes in education along with our changing environment. The tools used to ensure changes in education are of great value. The tools used should be used by teachers in accordance with the conditions of that day.

It has been observed that social science teachers use traditional assessment and evaluation tools more in the assessment and evaluation process, and the tools they use most are multiple choice tests, open-ended questions, short-answer tests and fill-in-the-blank tests (Çalışkan & Kaşıkçı, 2010).

2.3.1. Short Answer Tests

The most commonly used traditional assessment and evaluation methods are short answer tests. It is a type of test that consists of a single word or several words, and requires answering the word or filling in the gaps in the sentence (Ergüney,2018). Short answer questions, unlike other traditional methods, require students to think and respond to questions. The most commonly used tests in terms of achievement tests are short answer tests (Kan & Kayapınar,2010).

2.3.2. Open-Ended Questions

This traditional method, which is used to measure a student's understanding of what he reads, is still used today, especially in higher education fields such as associate degree, bachelor's degree or master's degree. According to Şanlı (2019) open-ended questions are a assessment tool in which students can express their thoughts as they wish, that is, freely, and at the same time, the student creates his own answer and gives his own reasons. In this case, it would not be wrong to say that this limited method of measuring

success is a healthier method than other traditional methods. Because, in open-ended questions, students reflect their own thoughts and their mastery of the question asked.

2.3.3. True False Tests

True-false tests consist of statements where some are true and others are false (Adıyaman, 2005). True-False tests are one of the types of tests that we encounter in primary school, secondary school, high school and university. In particular, it is one of the traditional forms of assessment used in education. True-false tests are generally a form of testing for reading comprehension. This tool, which is inadequate as a assessment tool, gives the student a fifty percent chance and causes the teacher to have difficulties in assessing student knowledge.

2.3.4. Pairing/Matching

Matching questions are questions that require matching two groups that are related to each other with some specified explanations (Şanlı,2019). In this part, students are expected to match two groups that are related to each other. Teachers expect the student to match words with each other, match pictures with each other, or match topics with each other.

2.3.5 Multiple Choice

Although there have been changes regarding the exams of early age students in Turkey, multiple choice questions are still used today in the exams given to primary, secondary, high school and undergraduate students to measure their understanding of what they read (Başaran,2013). Multiple choice questions usually have more than one option. These often appear in the form of four or five question options. As a result, in multiple choice tests where there is a question stem, there are also options with the correct answer in the answers to the question (Temizkan & Sallabaş,2015). One of the most used tests in terms of achievement tests are multiple choice tests (Kan & Kayapınar,2010).

2.4. Alternative Assessment and Evaluation

Alternative assesment and evaluation is a more student-centered form of evaluation compared to traditional assesment and evaluation. Alternative assessment offers alternative ways to inspire and motivate students to discover and exploit other dimensions of themselves and aslo the world around them (Nasab, 2015).

Teachers prefer to use different methods in alternative assessment rather than relying solely on traditional true-false or multiple-choice tests, aiming to observe students and guide them through projects that address their areas of improvement. Therefore, alternative assessment tools focus more to the performance and improvement of the students (Dikli,2003). This process is broad and can involve tasks such as giving projects to students or guiding them to observe their mistakes. It's crucial for teachers to maintain objectivity while utilizing alternative assessment and evaluation methods.

As the world evolves, changes in education are inevitable. In this regard, teachers should adapt to these changes and integrate these methods into their classrooms. However, teachers may encounter some challenges when using these methods. Some of these challenges may arise from having large class sizes.

This student-centered form of assessment and evaluation will be shown in detail under the subheadings of performance evaluation, project, meeting, observation, self-evaluation, peer evaluation, student product file, attitude scales, control list, drama, rubric and worksheets.

2.4.1. Performance evaluation

Since a teacher's work is multifaceted, its evaluation must also be multidimensional. Evaluation should be carried out multidimensionally by a teacher because teachers' work is also a multifaceted process (Çelebi et al., 2018).

The process of determining the level of success of students in their work through various methods, giving feedback to students and creating a development plan that will

strengthen their weak points and increase their strengths is called performance evaluation (Tengiz & Şahin,2014).

2.4.2. Project

. Projects are one of the assessment tools that can be used to develop and investigate some high-level skills, such as the student solving problems on a subject, reaching some conclusions on this given subject and reporting them (Arı,2010). Projects are a type of assignments given to students to research and learn a subject within a certain period of time. In this process, teachers understand how knowledgeable the students are about the subject through the projects they prepare. Projects that appear as an alternative assessment method are actually a very important part of education. Projects enable students to take part in important tasks individually or in groups (Arı, 2010). So, students who carry out projects can also learn to act together with their peers as they prepare, do and finish the projects. In this case, projects not only measure a student's knowledge, but also enable them to progress in groups with their friends, solve problems, give ideas, and ultimately create a product using their imagination.

2.4.3. Meeting

According to its dictionary definition, "meeting" means a conversation, mutual dialogue, or meeting held between two parties (Cevher,2012). In education, interviews are conducted by the teacher. Meetings are organized by teachers. Through the interview, some questions are asked to the student, and the teacher completes the assessment and evaluation process with the answers given to these questions. Nevertheless, using this alternative method in crowded classes makes the teacher's job difficult because this process does not take place in the classroom.

2.4.4. Observation

Observation is a form of assessment and evaluation made by the teacher over a certain period of time. The teacher completes the observation sometimes for a semester and

sometimes for a year. During observation, the teacher can take notes on the progress of the student's education process. During the process of observing students, teachers examine and observe various aspects including the activities students engage in and their interactions with peers. The process of observation is beneficial for both the person doing the observing and the individual being observed (Fullerton, 2003). Because as the teacher completes the observation, they see how the student responds to events, and the student can improve themselves with the feedback they receive.

2.4.5. Self-assessment

The concept of self-assessment is not just for one student, but is actually a process that every individual can complete. The concept of self-assessment in education can be seen as an alternative sub-branch of assessment and evaluation, because in this process, the student reaches some conclusions by evaluating himself. As a result of the reflection of the new teaching approaches followed today in learning environments, it becomes important to develop students' scientific process skills and to raise them as creative, critical, investigative and questioning individuals and while doing these students are encouraged to be more prepared for real life situations.

In last years, as a result of the effects of new teaching approaches on education and training, it has become valuable for students to develop scientific process skills and to be creative and questioning individuals who can criticize themselves, tend to research, and at the same time, it aims to prepare the students for the real situations of life.

The student whose performance is to be measured evaluates his own performance in an assignment, and as a result, his awareness is expected to increase with the results he shows, and he is also expected to share these results with his teacher as a final stage (Köstereliоğlu & Çelen, 2016).

2.4.6. Peer Review

A process that allows students to comment on the work completed by their peers and at the same time reach different conclusions about the quality of the work is called

peer evaluation (Temizkan,2009). Students who apply the peer evaluation method reinforce their learning in this way (Bayat,2010). While using this method of evaluation, students are expected to be objective. Being objective in this process where the student evaluates their peers enables teachers to complete the assessment and evaluation accurately.

2.4.7. Student Product File/ Portfolio

When the definitions related to portfolio are considered, as a general definition; It can be stated that it is an evaluation tool that brings together original works created by people using their knowledge and skills (Polat& Köse,2013). In their research Şenol & Güzeller (2007), compare the portfolio to an individual collection, where the student's work or tasks completed for the given purpose are brought together and reflects the student's effort and success during this process.

2.4.8. Attitude scales

Attitude scales in education are used to reveal individuals' thoughts on specific subjects or courses. These scales are frequently employed by researchers, who complete their research using Likert-type scales. In Likert-type scales, students' opinions are elicited through statements such as "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree," and they are asked to mark one of these options. Through such studies, researchers can reach large populations and draw conclusions. Attitude scales, that are employed to assess the attitudes, have shown effectiveness in the lots of research problems (Edwards,1983). These researches that are conducted with attitude scales are quantitative researches. Attitude scales used in education play a significant role in determining the attitudes of teachers, teacher candidates, or students towards courses.

2.4.9. Control List

Lists in which student behavior indicators are determined in detail, made to understand to what extent the student's performance has been completed or how much of

it has been achieved, and where performance criteria are stated in written form, are called control lists (Şenyuva & Şen,2023).

2.4.10. Drama

Drama is mostly done by a group. In this process, students represent the group. The purpose of this part can be listed as revealing the student's critical thoughts, using their language skills, and enabling them to socialize with their peers, rather than performing theater. Educational drama is a group activity that takes place with a leader, is based on role playing and role-playing, as well as discussion, and has predetermined goals (İbiş,2017).

2.4.11. Rubric

Evaluation of the student's performance level by dividing it into different dimensions and levels, but this process occurs at the end of a certain teaching process, is called Rubric (Sezer, 2005). A rubric is an alternative assessment tool used for providing feedback to learners. While it is seen as a teaching or learning tool that supports learning for students, rubrics used to evaluate students' performances or products in a gradual and qualitative manner are seen as a scoring guide (Tuncel,2011).

2.4.12. Worksheets

According to The Council of Higher Education (YÖK, 1998) worksheets are defined as "important materials that include the steps of what students need to do, help them construct knowledge in their own minds, and ensure the participation of the entire class in the given activity simultaneously." Worksheets are also lesson-specific exercises done by teachers. These practice sheets are usually done during the lesson to see how much the student understands the information given by the teacher. In this process, students answer the worksheets themselves. However, sometimes teacher can ask students to do the worksheet in groups. While using these exercise sheets, the teacher not only measures the efficiency of the lesson taken by the student, but also the teacher's own success.

2.5. Attitudes and Opinions Towards Assessment and Evaluation

Teachers' attitudes and opinions towards assessment and evaluation greatly affect the education process. The opinions of teachers and pre-service teachers regarding assessment and evaluation have been the subject of many studies. In this part of the research, attitudes and opinions towards assessment and evaluation will be discussed.

Üner & Aşılıoğlu (2022) in their study with English teachers, they reached conclusions that traditional assessment and evaluation methods are mostly used in schools, and their suggestions are that teachers' proficiency levels in this regard should be further investigated and steps should be taken to eliminate this situation. In their study Anıl & Acar (2008) stated that teachers had fewer problems in using traditional assessment tools in terms of time than alternative assessment tools. Likewise, in another study conducted with teachers showed that they had difficulty in using alternative assessment and evaluation methods due to lack of time (Karakuş, 2010). Looking at the mentioned researches, it can be seen that traditional assessment and evaluation is still a preferred process by teachers. The most important reason for this can be shown as teachers' lack of knowledge on this subject and not enough time. But as a contraversion, Duban & Küçükyılmaz (2008) in their study with pre-service classroom teachers found that their opinions about alternative assessment and evaluation methods and techniques are positive.

2.6. Perceptions towards Assessment and Evaluation

Self-efficacy beliefs not only form an important part of people's motivation and behavior, but they also influence the actions that can change people's lives (Arseven,2016). Also, individuals with a high sense of self-efficacy insist on finishing what they start (Katrancı,2014). People with self-efficacy are confident individuals. A strong sense of self-efficacy developed at an early age enables students to exhibit much healthier and more stable coping skills in case of failures that may occur at later ages (Sakız, 2013).

The level of teacher competencies will affect student learning (Karacaoğlu,2008). Educational research reveals that regardless of their previous achievements, students with high self-efficacy are more hard-working, more resilient in the face of difficulties, optimistic and less anxious, and more successful academically (Arseven,2016).

In the interviews with the teachers, they stated that they were more proficient in written examination and multiple choice tests, which are traditional assessment and evaluation tools, and that they needed to receive training on performance task, project and self-evaluation, which are alternative assessment tools (Göktaş & Arıbaş 2014). As a results of this research, it can be stated that while teachers feel more efficient in using traditional assessment tools, they feel less efficient in alternative assessment and evaluation tools.

In Turkey, there has been an increase in the number of studies on teacher self-efficacy perception in recent years, but in the literature, there is a limited number of studies on teacher candidates' self-efficacy perceptions (Yesilyurt,2013).

2.7. Research Related Studies

In this section of the study, researches that were conducted in Turkey and abroad will be discussed.

2.7.1. Researches Conducted in Turkey

In their study (İzci et al., 2014) aimed to determine the opinions of classroom pre-service teachers regarding the use of alternative assessment and evaluation methods and techniques in practice schools. In this study, where a qualitative research method was used, the opinions of pre-service classroom teachers were collected and described through the answers given to open-ended questions. In this research, criterion sampling was used. It was conducted on a voluntary basis for 80 senior pre-service teachers in 2006-2007. However, due to incomplete surveys, data analysis was obtained with the surveys of 64 pre-service teachers. It was analyzed using descriptive analysis, which is a qualitative research method.

As a result, it has been revealed that there are some problems in the use of alternative assessment and evaluation methods in primary schools. Also, it has been found that pre-service teachers perceive themselves as sufficiently or partially sufficient in terms of their ability to use alternative assessment and evaluation techniques. And also pre-service teachers perceive their competence in using assessment tools such as observation, worksheets, demonstrations, written reports, self-assessment, concept maps, projects, word associations, and peer assessment relatively higher compared to others.

In their study, (Ören et al.,2011) aimed to determine the self-efficacy levels and opinions of pre-service science and technology teachers regarding alternative measurement-evaluation approaches. This study was structured with 53 science and technology pre-servive teachers. During the research, a self-efficacy scale for alternative assessment and evaluation, an opinion form consisting of open-ended questions for alternative assessment and evaluation approaches, and semi-structured interviews were used as data collection tools.

As a result, it was determined that the self-efficacy levels of pre-service teachers were high compared to alternative assessment and evaluation approaches. According to the opinion form and interviews, it was stated that pre-service teachers wanted to use these approaches, but they might experience some problems. As a result, some suggestions were also included in the study, in line with the self-efficacy levels and opinions of pre-service techers about assessment and evaluation approaches.

In their study, (Yenice et al.,2017) aimed to examine the self-efficacy of pre-service teachers in using alternative assessment and evaluation approaches. In this descriptive study, the relational screening model was used. The research was conducted with 493 teacher candidates from a university in western Turkey in the 2014-2015 academic year. The research was conducted in different departments. These pre-service teachers consist of classroom teachers, science teachers and pre-school teachers. While conducting the research, the "Self-Efficacy Scale for Using Alternative Evaluation

Approaches" was used. In addition to descriptive statistics, t-test and one-way analysis of variance were also used.

As a result, it was found that the self-efficacy of pre-service teachers for using alternative assessment and evaluation approaches was close to a good level. It has been understood that pre-service teachers are in favor of female tcandidates in using alternative assessment and evaluation approaches according to gender variables. It was also determined that self-efficacy for the approaches showed some significant differences according to grade level, taking courses covering assessment and evaluation, and department variables.

In their study (Akkoç & Uğurlu,2011) it was conducted on 40 senior mathematics pre-service teachers in the Secondary Education Science and Mathematics departments at a university in the Marmara region. These pre-service teachers were given Pedagogical Content Knowledge training for two months. For data, a General Pedagogy Survey consisting of open-ended questions was applied before and after the trainings. In the study, some findings were examined based on the answers given in these surveys.

As a result, before receiving training, 38% of pre-service teachers thought that assessment and evaluation were linked to complementary and formative goals, but after the training, this rate increased to 63%. In addition, as a result of examining the opinions of pre-service teachers about the purposes of alternative assessment and evaluation, it was determined that there was a 70% conceptual enrichment.

In their study (Şahin & Öztürk 2014) aimed to reveal the tendencies of primary school pre-service teachers regarding alternative assessment-evaluation methods and also to reveal their thoughts on whether the assessment and evaluation tools applied in primary schools reflect their real success. It was conducted with qualitative research and a survey model was used. Semi-structured interviews were conducted to collect data. These interviews were held with 47 classroom pre-service teachers. Content analysis was used for data analysis.

As a result, it was understood that pre-service teachers wanted to evaluate the process and that alternative assessment tools should be given importance in order to do this. Portfolio, self-assessment and project are among the alternative assessment tools they consider using. In this study, it was stated by the teacher candidates that the evaluations carried out in primary schools were product-oriented, that they were inadequate in measuring the gains at the level of interpretation, synthesis and evaluation, and that student abilities or individual differences were not taken into consideration.

In their study, (Gencel & Özbaşı, 2013) aimed to reseach pre-service teachers perceptions of competence regarding assessment and evaluation were examined. The research consists of 486 Çanakkale Onsekiz Mart University Faculty of Education fourth-year students. Data were collected using the Assessment and Evaluation Competence Perception Scale for Pre-service teachers. Data were analyzed using MannWhitney U and Kruskal Wallis-H tests.

According to the results of these analyses, it is seen that pre-service teachers generally perceive themselves as moderately competent. It was observed that they felt most inadequate regarding alternative assessment techniques. While pre-service teachers perceptions of competence in assessment-evaluation did not differ significantly according to their gender, it was observed that they differed significantly according to the department and their preparation for the Public Personnel Selection Exam.

In their study (Yenice et al., 2014) aimed to examine the self-efficacy of science pre-service teachers in using alternative assesment and evaluation approaches. Survey model was used in the research. It was conducted with 171 pre-service teachers studying in the 2013-2014 academic year. These pre-service teachers were studying at Adnan Menderes University, Faculty of Education, Department of Science Teaching. To determine their self-efficacy, the “Self-Efficacy Scale for Using Alternative Assessment Approaches” was used. Arithmetic mean, percentage, t-test for comparison, ANOVA and Scheffe analysis were also used for analysis.

As a result, it was determined that the self-efficacy of pre-service teachers was close to a good level for using assessment and evaluation tools. Their self-efficacy for using alternative assessment and evaluation approaches was analyzed according to some variables. These were made according to variables related to gender, grade level and taking courses on assessment and evaluation, and significant differences were found in the comparisons. In addition, some suggestions were made according to the results of this research.

In their study, (Kolomuç & Açılışlı, 2019) aimed to study the level and frequency of using alternative assessment and evaluation techniques of pre-service teachers in the classroom teaching department were investigated.In the research, a survey about the alternative evaluation opinion form was conducted and applied to pre-service classroom teachers. In the research, the results were compared with the literature. This research was conducted with pre-service teachers studying classroom teaching at Artvin Çoruh University. Pre-service teachers opinions on alternative assessment-evaluation were completed with semi-structured interviews. In the research, SPSS 15 package program, frequency, t-test and analysis of variance techniques were used.

It is seen that pre-service teachers generally prefer to evaluate students using traditional techniques. It was stated that they preferred traditional methods such as multiple choice tests, fill-in-the-blank and short-answer written examinations, concept maps, and product selection file evaluation techniques. The biggest reason for choosing these methods may be their lack of knowledge about alternative assessment and evaluation.

In his study, (Ergüney, 2018) aimed to investigate the determination of physical education and sports pre-service teachers general competence perceptions regarding assessment and evaluation and their competence perceptions regarding alternative assessment and evaluation, and the relationship between these two fields of assessment and evaluation. The study was conducted with 168 women and 252 men. These people are 3rd and 4th grade physical education and sports teacher candidates studying at different

state universities. Pre-service teachers contributed to the conduct of the research by filling out the personal information form, the Assessment and Evaluation General Competency Perception Scale for Pre-service teachers and the Alternative Assessment and Evaluation Competence Perception Scale. In the analysis of these data tools, t-test was used for comparison, one-way analysis of variance (ANOVA) was used for multiple comparisons, and Pearson Correlation Coefficient was used to find the relationship of these tools.

The results concluded that physical education and sports pre-service teachers competence perceptions about assessement and evaluation were moderate, and their alternative assessment and evaluation perceptions were sufficient. In addition, in the study, the subject was investigated according to the variables of gender, high school graduated and assessement and evaluation course proficiency taken at the university. As a result, it can be said that there is a linear relationship between the general and alternative assessment and evaluation competencies of pre-service teachers.

2.7.2. Researches Conducted abroad

The purpose of this study conducted by Phongsirikul (2018) was to investigate teachers' and students' perceptions towards traditional and alternative types of assessment within a classroom context of an English course provided for English-majoring students at tertiary level. The tools were a combination which consisted traditional and alternative assessment tools. As an alternative tools the researchers developed iPortfolio, WeCreate Activity, and iLearn & Teach Project. On the other hand, as a traditional assessment tools they used paper and pencil quizzes and exams. In this study the reasearcher also used a questionnarie to gather some information about the students and teachers perceptions toward the overall features of assessment tools and their effectiveness.The participants were 103 students and 5 teachers.

The findings showed that both teachers and students generally place a higher value on traditional assessment tools especially in terms of their validity and reliability. However, they expressed ideas indicating the possibility of using alternative assessment tools as assessment tools and catalysts for learning motivation in other English skill

courses.

The purpose of the this study conducted by (Naraghizadeh et al.,2022) was to examine EFL teachers' perceptions regarding alternative assessment strategies and their relationship while correlated with teacher reflections and perceptions. In order to conduct this study, a mixed-methods design was adopted. The participants who attended the quantitative and qualitative phases were 81 students and 30 EFL teachers, respectively. In order to collect the research data, two research instruments were used: the teacher reflection questionnaire and the teachers' perceptions of alternative assessment questionnaire. The Pearson correlation coefficient statistical test was run for the quantitative data, and the data of the qualitative nature was processed through content-analysis procedure. The findings from the qualitative data were presented using frequency and percentage. Further discussions were provided using the findings from the quantitative data analysis.

The results from this phase of analysis illustrated that there was a significant positive relationship between EFL teachers' reflection and their experience of implementing alternative assessment strategies. The findings of this study may render implications for EFL teachers, teacher trainers, and the assessment administrates.

The purpose of this study conducted by (Lydia Wen et al.,2006) was to investigate attitudes towards peer assessment. The reseach compared the perspectives of pre-service and in-service teachers. A questionnarie has been used as the data collection tool.This study involved 280 prospective teachers who were students from two major national universities located in northern Taiwan.

As a result, comparing the attitudes of pre-service and in-service teachers towards peer assessment and online peer assessment. A significant difference was observed in-service teachers exhibited a more positive outlook on general peer assessment compared to pre-service teachers. When analyzing the impact of gender on each scale, t-tests revealed a small to medium effect indicating that male pre-service teachers tended to have a higher preference for peer assessment compared to female pre-service teachers.

The purpose of the study conducted by (Qasim & Qasim,2015) explore how Pakistani university teachers opinions are toward the effectiveness of rubrics in evaluating their students' writing. This research was conducted with three language teachers and three literature teachers. Also the research was made in a public sector univerisy in Pakistan.

The results of the research shows that literature and language teachers have positive attitudes towards rubric. But on the other hand, results show that the literature teachers think that grading in rubrics are not suitable for their teaching methods and how they want to assess their students.

In their research, (Nasri et al.,2010) discussed teacher' perceptions on alternative assessment. The research involved 50 teachers in Brunei. The data obtained from the questionnaire were analyzed using descriptive statistics.

The result the research shows that teachers in Brunei have positive perceptions regarding alternative assessment. This is because alternative assessment methods are seen as beneficial for fostering critical and creative thinking skills in their students. But also, they reported that the most significant impact of alternative assessments is the increase in paperwork and demands on their time.

3. CHAPTER: METHOD

This chapter elaborates on the research process, participants, and data collection tools, as well as the research design and data analysis in detail. It starts with explaining the research design. After, the research design, the participant are described. Then, the data instruments are described in detail. And for the last part, the data analysis and ethical conciderations are exposed at the end of the chapter.

3.1. Research Design

This research, which is examined within the framework of teachers' opinions on alternative measurement and evaluation, is a mixed model research.

A research conducted in mixed method includes both quantitative and qualitative data. Mixed method research, is a research type focusing on the both meaningful integration of qualilitive and qualititative data, because it lacks using only one data it provides more deepness and wideness. (Ivankova and Creswell, 2009).

When conducting a mixed method research, a researcher is collecting numeric information from questionnaries which have closed responses and texts from interviews or picture descriptions to have the best results in the research questions of the study. (Ivankova and Creswell, 2009).

3.2 Participants and Sample

The study population of this research consists of third and fourth grade pre-service English teachers studying at Trakya University Faculty of Education in the 2022-2023 academic year. The total number of pre-service teachers participating in the research is 165.

3.3. Data Collection Instruments

This study employed three different data collection instruments: two scales and open ended questions.

After reviewing the literature regarding the research, it was decided to use three different tools to collect data. First of all, a personal information form was added by the researcher to the first part. Then, "Alternative Assessment Evaluation Attitude Scale" and "Assessment and Evaluation Competence Survey" by İzci et al. (2012) were used to be applied to pre-service English teachers in the study. In the last part, open-ended questions were added by the researcher.

3.3.1. Personal Information Form

A personal information form prepared by the researcher was used to determine the participating pre-service teachers English opinions on alternative assessment and evaluation and their perceptions in alternative assessment and evaluation. There are 6 questions in the personal information form to collect some demographic characteristics of the English pre-service teachers participating in the study. In the personal information form, the answers given by the participating pre-service English teachers to some variables such as class, department satisfaction, grade point average, planning to take the PPSE exam and planning to become a teacher were determined and the general profile of the teachers was determined.

3.3.2. Alternative Assessment Evaluation Attitude Scale

The Alternative Assessment and Evaluation Attitude Scale prepared by İzci et al. (2012) was first presented to five experts. After consulting with experts and taking into consideration the criticisms, the number of items in the scale was determined as 35.

The answers given to the five-point Likert type rating scale ('Totally Agree', 'Agree', 'Partly Agree', 'Disagree', 'Strongly Disagree') range from 5 (completely) to be used in the analyses. agree) to 1 (strongly disagree). Negative items were analyzed by reverse coding.

The scale development study was carried out with 229 pre-service teachers studying in the 4th grade of the Faculty of Education, Primary School Mathematics, Turkish, Science, Social Studies and Primary School Teaching departments in the 2011-2012 academic year.

Exploratory factor analysis was used to determine the construct reality of the scale. In exploratory factor analysis, principal component analysis was applied to determine the factor structure. The internal consistency reliability of the scale was tested by calculating the Cronbach Alpha coefficient.

3.3.3. Assessment and Evaluation Competence Survey

The assessment and evaluation competence survey was prepared by İzci et al. (2012). The names of 33 alternative assessment tools or methods were included in the survey. Examples of alternative assessment and evaluation tools are concept maps and puzzles, and examples of methods include self-assessment and peer evaluation. Since the perception of competence for each item was examined independently of each other, the total score method was used.

In order to determine the level at which pre-service English teachers use alternative assessment and evaluation tools, they were asked to mark one of the following ratings: "quite adequate", "adequate", "partially adequate", "insufficient", "quite inadequate".

3.3.4. Open Ended Questions

Open-ended questions were used as data collection tools in the research. The questions were prepared by the researcher. These open-ended questions, consisting of four open-ended questions, were asked to pre-service English teachers.

3.4. Data Analysis

3.4.1. Quantitative Data Analysis

To analyze the quantitative research data, several statistical methods were employed. Initially, the reliability of the Alternative Assessment Evaluation construct was

tested using Cronbach's Alpha coefficient. This coefficient, ranging from 0 to 1, measures reliability, with values between 0.60 and 0.70 considered the lower limit of acceptability (Hair et al., 2019).

Next, confirmatory factor analysis (CFA) was used to test construct validity. CFA assesses how well a prespecified measurement theory, composed of measured variables and factors, fits reality as captured by the data (Hair et al., 2019).

Furthermore, the Chi-square test was employed to examine the relationship between competence in using alternative assessment methods and demographic variables. The Chi-square test is appropriate for identifying associations or differences in proportions when the variables in question are categorical (Coolican, 2014).

In addition, t-tests and One-Way ANOVA tests were utilized. The t-test, which compares the means of two samples, determines if the difference between them occurred by chance. Analysis of Variance (ANOVA) is a statistical technique that determines whether three or more means are statistically different from one another (Hair et al., 2021).

The statistical analyses were conducted using SPSS 27 and AMOS 23 software packages.

Furthermore, as a result of normality analysis, SL and ST have moderate negative skewness and leptokurtic distributions, indicating some deviation from normality, but still within a range that might be acceptable for many analyses. LIM shows slight positive skewness and slightly leptokurtic kurtosis, suggesting it is the closest to a normal distribution among the tree variables.

3.4.2. Qualitative Data Analysis

The qualitative data for the study was analyzed utilizing Content Analysis. Perhaps one of the crucial techniques used in researches in social sciences are content analysis. (Krippendorff,1989). The methods that are analyzed are some materials like newspapers, pictures. Krippendorff (1989) aslo suggests that content analysts must recognize that data consist of texts, images, and expressions intentionally created to convey meanings, which

viewers interpret and act upon and also analysts must approach analysis with the understanding that these creations are designed for interpretation and action based on their perceived meanings. The open ended question answers from each participant were transformed into findings.

3.5. Ethical Considerations

In line with the decision numbered 01/12 taken at the meeting of Trakya University Social and Humanities Research Ethics Committee dated 08.02.2023, it was unanimously decided that the study titled "Pre-service English teachers Opinions and Eficiacy Perceptions towards Alternative Assessment and Evaluation" was ethically appropriate.

4. CHAPTER: RESULTS OF THE STUDY

4.1. Results of Quantitative Study

In this chapter, results of empirical research are given place. Data are analyzed using SPSS v.27 and AMOS v. 23.

4.1.1. Descriptive Data

In this section, descriptive data regarding the sample are presented.

Table 4.1: Descriptive data regarding the sample (n = 165)

Variable	Category	N	%
Gender	Female	104	63.0
	Male	61	37.0
Class	3rd	76	46.1
	4th	89	53.9
Satisfied with department	Yes	142	86.1
	No	23	13.9
GPA	<1.99	1	0.6
	2.00-2.49	11	6.7
	2.50-2.99	44	26.7
	3.00-3.49	73	44.2
	>3.50	36	21.8
PPSE Entrance Plan	Yes	104	63.0
	No	61	37.0
Being Teacher After Graduation	Yes	131	79.4
	No	34	20.6

Table 4.1 presents descriptive data regarding the sample of 165 participants. The gender distribution shows that 63.0% are female (n = 104) and 37.0% are male (n = 61). In terms of class level, 46.1% are in their 3rd year (n = 76) and 53.9% are in their 4th year (n = 89). A majority of the participants, 86.1% (n = 142), are satisfied with their department, while 13.9% (n = 23) are not. GPA distribution indicates that 0.6% have a GPA below 1.99 (n = 1), 6.7% have a GPA between 2.00 and 2.49 (n = 11), 26.7% have a GPA between 2.50 and 2.99 (n = 44), 44.2% have a GPA between 3.00 and 3.49 (n =

73), and 21.8% have a GPA above 3.50 (n = 36). Regarding their plans for the PPSE (Public Personnel Selection Exam) entrance, 63.0% (n = 104) plan to take it, while 37.0% (n = 61) do not. Finally, 79.4% (n = 131) plan to become teachers after graduation, whereas 20.6% (n = 34) do not.

4.1.2. Research Reliability and Validity

Before answering the research questions, the reliability and validity of the instrument of attitudes towards the evaluation process of alternative assessment was first tested. The results are presented below.

4.1.2.1. Reliability of Attitude Scale for Alternative Assessment

Table 4.2: Results of reliability analysis

Constructs	**Cronbach's Alpha**	**N of Items**
Attitude Scale for Alternative Assessment (ASAA)	0.83	15
Supportive of Learning (SL)	0.84	5
Supportive of Teaching (ST)	0.81	4
Limitations	0.75	6

Table 4.2 presents the results of the reliability analysis for study's constructs using Cronbach's Alpha. The Attitude Scale for Alternative Assessment (ASAA) has a Cronbach's Alpha of 0.83 with 15 items, indicating high internal consistency. The Supportive of Learning (SL) construct has a Cronbach's Alpha of 0.84 with 5 items, also reflecting high reliability. The Supportive of Teaching (ST) construct has a Cronbach's Alpha of 0.81 with 4 items, showing good internal consistency. Finally, the Limitations construct has a Cronbach's Alpha of 0.75 with 6 items, indicating acceptable reliability.

4.1.2.2. Validity of Attitude Scale for Alternative Assessment

After testing the reliability of the Attitude Scale for Alternative Assessment, its validity was assessed using confirmatory factor analysis (CFA). The results of the CFA are summarized in Table 4.3.

The items demonstrated acceptable standardized loadings, with only one item (AAE7) having a loading below 0.50. Although an attempt was made to exclude this item, its removal resulted in decreased standardized loadings for other items within the same factor. Consequently, the item was retained. All other items exhibited standardized loadings above the 0.50 threshold, which is considered acceptable (Hair et al., 2019), with all t-values being significant at $p < 0.01$. Additionally, the composite reliability (CR) of the scale was 0.80, indicating good reliability. The average variance extracted (AVE) was 0.64, reflecting a high degree of convergent validity. Furthermore, the model fit indices, $\chi^2(87) = 167.80$, $\chi^2/df = 1.93$, CFI = 0.91, TLI = 0.89, NFI = 0.84, SRMR = 0.06, and RMSEA = 0.07, indicate that the data fit the theoretical model well. Figure 4.1 presents the AMOS diagram for the confirmatory factor analysis (CFA).

Table 4.3: Results of confirmatory factor analysis

Codes	Items	Std. Loadings	t-value	CR	AVE
Supportive of Learning					
AAE2	Alternative assessment increases students' interest, curiosity, and self-confidence towards the course.	0.75	9.26***		
AAE6	Alternative assessment motivates students towards the course.	0.75	9.23***		
AAE1	Alternative assessment measures students' higher-order thinking skills (e.g., critical thinking, creativity).	0.72	8.82***		
AAE5	Performance and portfolio assessments enable students to generate solutions to real-life problems.	0.66	8.12***		
AAE4	Alternative assessment approaches help students take pride in what they have learned.	0.73	Fixed	0.80	0.64
Limitations					
AAE14	Alternative methods are more complex compared to traditional methods.	0.56	5.09***		
AAE7	It is very difficult to evaluate project tasks objectively.	0.48	4.58***		
AAE15	Implementing alternative assessment methods is challenging.	0.82	5.92***		
AAE3	Evaluating alternative assessment methods is difficult.	0.57	5.10***		

AAE10	Portfolio work is not practical due to the time-consuming nature of storage and data analysis.	0.52	4.86***
AAE12	The large number of alternative assessment methods and techniques poses a problem for their use.	0.52	Fixed
Supportive of Teaching			
AAE9	Alternative assessment methods help eliminate rote learning.	0.73	7.49***
AAE8	Alternative assessment methods make the teaching process enjoyable.	0.72	7.43***
AAE11	Alternative assessment allows for the effective and efficient evaluation of students' abilities.	0.78	7.83***
AAE13	The alternative assessment process shows what and how students have learned.	0.62	Fixed

****p < 0.01*

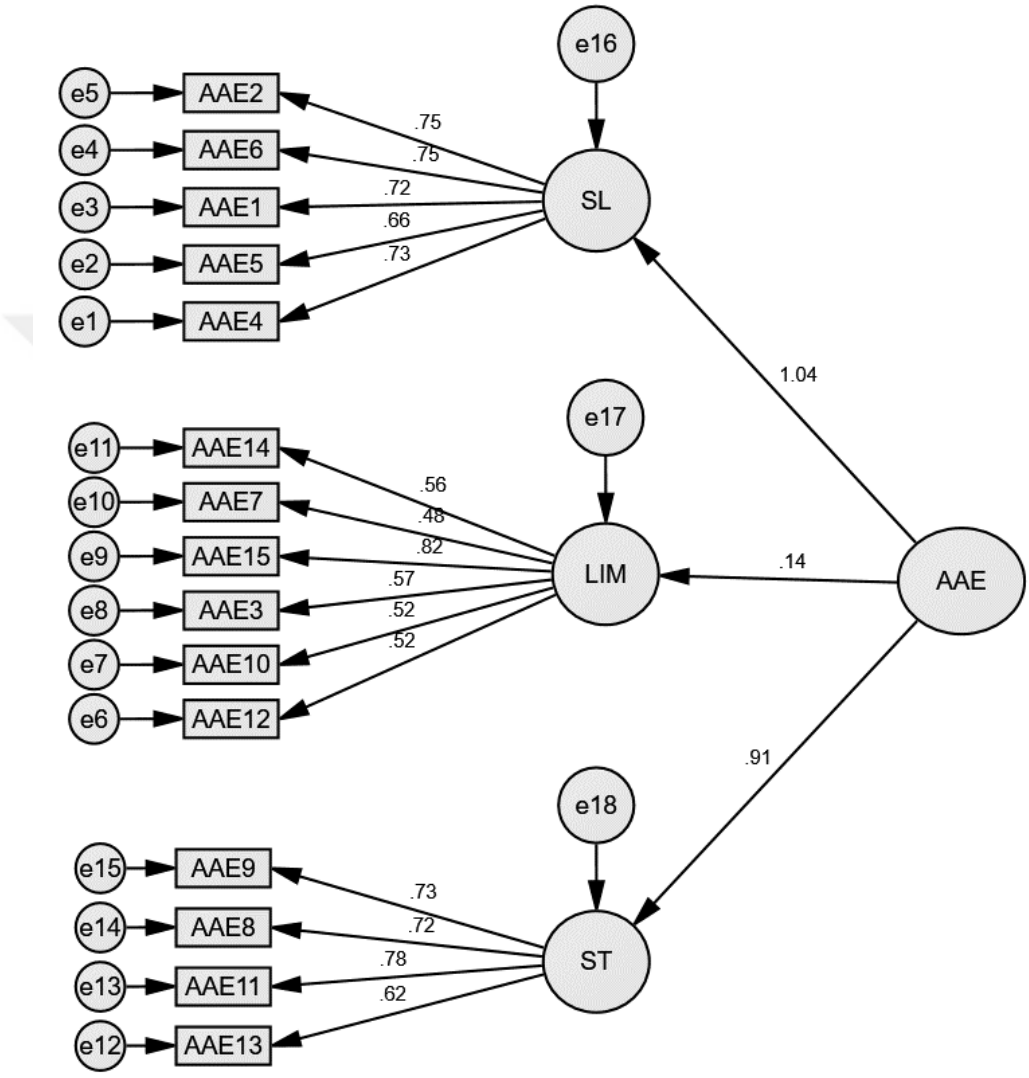


Figure 4.1: AMOS diagram representing the confirmatory factor analysis

4.1.3. Perceptions of pre-service English teachers' regarding alternative assessment and evaluation approaches

In this section, the perceptions of participants regarding the alternative assessment and evaluation are presented.

Table 4.4 summarizes the perceptions of pre-service English teachers regarding alternative assessment and evaluation approaches. The overall mean score for the factor "Supportive of Learning" is 3.71, indicating a higher-than-average degree of support for learning. The item with the highest mean score is "Alternative assessment motivates students towards the course" (3.74), while the item with the lowest mean score is "Alternative assessment approaches help students take pride in what they have learned" (3.66).

The overall mean score for the factor "Limitations" is 2.99, reflecting an average level of agreement with these items. The item with the highest mean score is "Alternative methods are more complex compared to traditional methods" (3.19), while the items with the lowest mean scores are "It is very difficult to evaluate project tasks objectively" (2.84) and "Implementing alternative assessment methods is challenging" (2.84).

Lastly, the overall mean score for the factor "Supportive of Teaching" is 3.72, also representing a higher-than-average mean score. The item with the highest mean score is "The alternative assessment process shows what and how students have learned" (3.85), while the items with the lowest mean scores are "Alternative assessment methods help eliminate rote learning" (3.64) and "Alternative assessment methods make the teaching process enjoyable" (3.64).

Table 4.4: Perceptions of Pre-Service English Teachers Regarding Alternative Assessment and Evaluation Approaches

Codes	Items	Min.	Max.	$\bar{x}$	SD
Supportive of Learning					
AAE2	Alternative assessment increases students' interest, curiosity, and self-confidence towards the course.	1.00	5.00	3.73	0.93
AAE6	Alternative assessment motivates students towards the course.	1.00	5.00	3.74	0.94
AAE1	Alternative assessment measures students' higher-order thinking skills (e.g., critical thinking, creativity).	1.00	5.00	3.67	0.95
AAE5	Performance and portfolio assessments enable students to generate solutions to real-life problems.	1.00	5.00	3.70	1.04
AAE4	Alternative assessment approaches help students take pride in what they have learned.	1.00	5.00	3.66	0.92
	Total			**3.71**	
Limitations					
AAE14	Alternative methods are more complex compared to traditional methods.	1.00	5.00	3.19	0.90
AAE7	It is very difficult to evaluate project tasks objectively.	1.00	5.00	2.84	1.11
AAE15	Implementing alternative assessment methods is challenging.	1.00	5.00	2.84	1.11
AAE3	Evaluating alternative assessment methods is difficult.	1.00	5.00	3.01	1.02
AAE10	Portfolio work is not practical due to the time-consuming nature of storage and data analysis.	1.00	5.00	3.07	1.03
AAE12	The large number of alternative assessment methods and techniques poses a problem for their use.	1.00	5.00	2.97	0.95
	Total			**2.99**	
Supportive of Teaching					
AAE9	Alternative assessment methods help eliminate rote learning.	1.00	5.00	3.64	0.95
AAE8	Alternative assessment methods make the teaching process enjoyable.	1.00	5.00	3.64	0.99

AAE11	Alternative assessment allows for the effective and efficient evaluation of students' abilities.	1.00	5.00	3.76	0.96
AAE13	The alternative assessment process shows what and how students have learned.	1.00	5.00	3.85	0.90
	Total			**3.72**	

4.1.4. Opinions of pre-service English teachers' regarding their competence in alternative assessment and evaluation approaches

Table 4.5 presents the findings regarding pre-service English teachers' perceptions of their proficiency in using alternative assessment and evaluation tools. The data indicate that these candidates generally rate their ability to use these tools above average. The methods with the highest mean scores are multiple-choice tests ($\bar{x}$ = 4.30), true-false tests ($\bar{x}$ = 4.19), projects ($\bar{x}$ = 4.10), observation ($\bar{x}$ = 4.06), and worksheets ($\bar{x}$ = 4.02). Conversely, the methods with average proficiency ratings include the structured grid ($\bar{x}$ = 3.19), concept misconception test ($\bar{x}$ = 3.27), interviews ($\bar{x}$ = 3.31), rubrics ($\bar{x}$ = 3.32), and learning disability assessment tests ($\bar{x}$ = 3.37). Based on these results, it can be concluded that pre-service English teachers find the assessment and evaluation training they received at the university to be sufficient.

4.1.5. Pre-service English teachers' perceptions towards Alternative Assessment and Evaluation according to the class

Table 4.6 presents the results of the t-test examining differences in attitudes towards Alternative Assessment and Evaluation between 3rd and 4th year English pre-service teachers. For the "Supportive of Learning" factor, 3rd year students had a mean score ($\bar{x}$) of 3.72 with a standard deviation (SD) of 0.69, while 4th year students had a mean score of 3.68 with a standard deviation of 0.80. Levene's test indicated equal variances ($F = 0.28$, $p > 0.05$), and the t-test result ($t = 0.36$, $p > 0.05$) showed no significant difference between the two groups.

Regarding the “Limitations” factor, 3rd year students had a mean score of 2.94 (SD = 0.69), and 4th year students had a mean score of 3.03 (SD = 0.67). Levene’s test again indicated equal variances ($F = 0.58$, $p > 0.05$), with the t-test result ($t = -0.82$, $p > 0.05$) showing no significant difference between the two groups.

Table 4.5: Opinions of pre-service English teachers’ regarding their competence in alternative assessment and evaluation approaches

Alternative Assessment and Evaluation Tools and Methods	**Very Poor**		**Below Average**		**Average**		**Above Average**		**Excellent**			
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**x̄**	**SD**
Puzzle	6	3.6	13	7.9	42	25.5	76	46.1	28	17.0	3.65	0.97
Demonstration	8	4.8	20	12.1	47	28.5	68	41.2	22	13.3	3.46	1.03
Written Report	3	1.8	12	7.3	50	30.3	79	47.9	21	12.7	3.62	0.86
Worksheet	1	0.6	7	4.2	25	15.2	87	52.7	45	27.3	4.02	0.80
Term Assignment	2	1.2	8	4.8	31	18.8	80	48.5	44	26.7	3.95	0.87
Matching	3	1.8	6	3.6	25	15.2	69	41.8	62	37.6	4.10	0.91
Peer Assessment	3	1.8	7	4.2	36	21.8	79	47.9	40	24.2	3.89	0.88
Group Assessment	4	2.4	7	4.2	40	24.2	77	46.7	37	22.4	3.82	0.91
Attitude Scale	3	1.8	16	9.7	49	29.7	68	41.2	29	17.6	3.63	0.94
Self-Assessment	3	1.8	10	6.1	28	17.0	69	41.8	55	33.3	3.99	0.95
Learning Disability Assessment Test	7	4.2	29	17.6	49	29.7	56	33.9	24	14.5	3.37	1.06
Concept Misconception Test	6	3.6	32	19.4	58	35.2	51	30.9	18	10.9	3.27	1.01
Interview	9	5.5	26	15.8	54	32.7	57	34.5	19	11.5	3.31	1.04
Long Answer Written Exam	7	4.2	15	9.1	39	23.6	68	41.2	36	21.8	3.67	1.04
Short Answer/Fill-in-the-Blank Question	3	1.8	9	5.5	31	18.8	61	37.0	61	37.0	4.02	0.97
Concept Map	4	2.4	15	9.1	41	24.8	70	42.4	35	21.2	3.71	0.98
Performance Task	3	1.8	13	7.9	34	20.6	81	49.1	34	20.6	3.79	0.92
Multiple Choice Test	4	2.4	2	1.2	14	8.5	66	40.0	79	47.9	4.30	0.86
Oral Exam	6	3.6	8	4.8	28	17.0	68	41.2	55	33.3	3.96	1.01
Project	7	4.2	8	4.8	35	21.2	73	44.2	42	25.5	3.81	1.00
True-False Test	2	1.2	4	2.4	20	12.1	74	44.8	65	39.4	4.19	0.83
Observation	4	2.4	7	4.2	27	16.4	64	38.8	63	38.2	4.06	0.96
Placement Test	4	2.4	6	3.6	34	20.6	72	43.6	49	29.7	3.94	0.93
Process Evaluation	6	3.6	6	3.6	39	23.6	74	44.8	40	24.2	3.82	0.96
Checklist	4	2.4	12	7.3	51	30.9	61	37.0	37	22.4	3.70	0.97
Research Paper	5	3.0	17	10.3	42	25.5	65	39.4	36	21.8	3.67	1.02
Student Portfolio	11	6.7	19	11.5	52	31.5	54	32.7	29	17.6	3.43	1.11
Rubric	12	7.3	20	12.1	63	38.2	44	26.7	26	15.8	3.32	1.10

Presentation Evaluation	5	3.0	10	6.1	38	23.0	74	44.8	38	23.0	3.79	0.96
Structured Grid	11	6.7	34	20.6	50	30.3	53	32.1	17	10.3	3.19	1.08
Semantic Analysis Table	9	5.5	22	13.3	51	30.9	60	36.4	23	13.9	3.40	1.05
Word Association	4	2.4	7	4.2	35	21.2	77	46.7	42	25.5	3.89	0.92
Mind Map	5	3.0	17	10.3	35	21.2	61	37.0	47	28.5	3.78	1.06

Table 4.6: Results of t-test regarding the differences in Pre-service English teachers towards Alternative Assessment and Evaluation by class

Items	**Class**	**x̄**	**SD**	**Levene St.**	**p**	**t**	**P**
Supportive of Learning	3rd	3.72	0.69	0.28	0.60	0.36	0.72
	4th	3.68	0.80				
Limitations	3rd	2.94	0.69	0.58	0.45	−0.82	0.41
	4th	3.03	0.67				
Supportive of Teaching	3rd	3.70	0.68	1.73	0.19	−0.32	0.75
	4th	3.74	0.82				

For the “Supportive of Teaching” item, 3rd year students had a mean score of 3.70 (SD = 0.68), while 4th year students had a mean score of 3.74 (SD = 0.82). Levene’s test indicated equal variances ($F = 1.73$, $p > 0.05$), and the t-test result ($t = -0.32$, $p > 0.05$) showed no significant difference between the two groups.

Overall, the t-test results indicate that there are no significant differences between 3rd and 4th year English pre-service teachers in their attitudes towards alternative assessment and evaluation across the three measured constructs: Supportive of Learning, Limitations, and Supportive of Teaching.

4.1.6. Pre-service English teachers' opinions regarding their competence in Alternative Assessment and Evaluation according to the class

This section attempts to test the differences between pre-service English teachers' opinions regarding their competence in alternative assessment and evaluation according to class (3rd and 4th grade). To test these differences, the chi-square test was used. The results are presented below.

Table 4.7: Results of Chi-Square test regarding the relationship between puzzle and class

		Class					
		3rd		4th			
		N	**%**	**N**	**%**	**χ^2**	**P**
Puzzle	Average or under	26	34.2%	35	39.3%	2.81	0.24
	Above average	40	52.6%	36	40.4%		
	Excellent	10	13.2%	18	20.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.90.

Table 4.7 presents the results of the Chi-square test examining the relationship between the self-rated competency pre-service English teachers in using puzzles and class level (3rd and 4th grade). The chi-square value (χ^2) is 2.81 with a p-value of 0.24, indicating no statistically significant relationship between puzzle competency and class level. Specifically, 34.2% of 3rd graders and 39.3% of 4th graders rated themselves as average or under, 52.6% of 3rd graders and 40.4% of 4th graders rated themselves as above average, and 13.2% of 3rd graders and 20.2% of 4th graders rated themselves as excellent. These results suggest that the competency in using puzzles does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.8: Results of Chi-Square test regarding the relationship between demonstration and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	P
Demonstration	Average or under	37	48.7%	38	42.7%	2.15	0.34
	Above average	32	42.1%	36	40.4%		
	Excellent	7	9.2%	15	16.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.13.

Table 4.8 presents the results of the Chi-square test examining the relationship between the competency of pre-service English teachers in using demonstrations and class. The chi-square value (χ^2) is 2.15 with a p-value of 0.34, indicating no statistically significant relationship between demonstration competency and class level. Specifically, 48.7% of 3rd graders and 42.7% of 4th graders rated themselves as average or under in their competency, 42.1% of 3rd graders and 40.4% of 4th graders rated themselves as above average, and 9.2% of 3rd graders and 16.9% of 4th graders rated themselves as excellent. These results suggest that the competency in using demonstrations does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.9: Results of Chi-Square test regarding the relationship between written report and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Written	Average or under	34	44.7%	31	34.8%	3.61	0.16
Report	Above average	36	47.4%	43	48.3%		
	Excellent	6	7.9%	15	16.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.67.

Table 4.9 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using written reports and class level. The chi-square value (χ^2) is 3.61 with a p-value of 0.16, indicating no statistically significant relationship between written report competency and class level. Specifically, 44.7% of 3rd graders and 34.8% of 4th graders rated themselves as average or under in their competency, 47.4% of 3rd graders and 48.3% of 4th graders rated themselves as above average, and 7.9% of 3rd graders and 16.9% of 4th graders rated themselves as excellent. These results suggest that the competency in using written reports does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.10: Results of Chi-Square test regarding the relationship between worksheet and class

		Class					
		3rd		**4th**			
		N	**%**	**N**	**%**	**χ^2**	**p**
Worksheet	Average or under	14	18.4%	19	21.3%	5.33	0.07
	Above average	47	61.8%	40	44.9%		
	Excellent	15	19.7%	30	33.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.20.

Table 4.10 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using worksheets and class level. The chi-square value (χ^2) is 5.33 with a p-value of 0.07, indicating no statistically significant relationship between worksheet competency and class level. Specifically, 18.4% of 3rd graders and 21.3% of 4th graders rated themselves as average or under in their competency, 61.8% of 3rd graders and 44.9% of 4th graders rated themselves as above average, and 19.7% of 3rd graders and 33.7% of 4th graders rated themselves as excellent. These results suggest that the competency in using worksheets does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.11: Results of Chi-Square test regarding the relationship between term assignment and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Term Assignment	Average or under	18	23.7%	23	25.8%	3.08	0.21
	Above average	42	55.3%	38	42.7%		
	Excellent	16	21.1%	28	31.5%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.88.

Table 4.11 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using term assignments and class level. The chi-square value (χ^2) is 3.08 with a p-value of 0.21, indicating no statistically significant relationship between term assignment competency and class level. Specifically, 23.7% of 3rd graders and 25.8% of 4th graders rated themselves as average or under in their competency, 55.3% of 3rd graders and 42.7% of 4th graders rated themselves as above average, and 21.1% of 3rd graders and 31.5% of 4th graders rated themselves as excellent. These results suggest that the competency in using term assignments does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.12: Results of Chi-Square test regarding the relationship between matching and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Matching	Average or under	16	21.1%	18	20.2%	0.72	0.70
	Above average	34	44.7%	35	39.3%		
	Excellent	26	34.2%	36	40.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.66.

Table 4.12 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using matching exercises and

class level. The chi-square value (χ^2) is 0.72 with a p-value of 0.70, indicating no statistically significant relationship between matching competency and class level. Specifically, 21.1% of 3rd graders and 20.2% of 4th graders rated themselves as average or under in their competency, 44.7% of 3rd graders and 39.3% of 4th graders rated themselves as above average, and 34.2% of 3rd graders and 40.4% of 4th graders rated themselves as excellent. These results suggest that the competency in using matching exercises does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.13: Results of Chi-Square test regarding the relationship between peer assessment and class

		Class					
		3rd		**4th**			
		N	**%**	**N**	**%**	**χ^2**	**p**
Peer Assessment	Average or under	19	25.0%	27	30.3%	0.75	0.68
	Above average	39	51.3%	40	44.9%		
	Excellent	18	23.7%	22	24.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.42.

Table 4.13 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using peer assessment and class level. The chi-square value (χ^2) is 0.75 with a p-value of 0.68, indicating no statistically significant relationship between peer assessment competency and class level. Specifically, 25.0% of 3rd graders and 30.3% of 4th graders rated themselves as average or under in their competency, 51.3% of 3rd graders and 44.9% of 4th graders rated themselves as above average, and 23.7% of 3rd graders and 24.7% of 4th graders rated themselves as excellent. These results suggest that the competency in using peer assessment does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.14: Results of Chi-Square test regarding the relationship between peer assessment and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Group Assessment	Average or under	21	27.6%	30	33.7%	3.48	0.17
	Above average	33	43.4%	44	49.4%		
	Excellent	22	28.9%	15	16.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.04.

Table 4.14 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using group assessment and class level. The chi-square value (χ^2) is 3.48 with a p-value of 0.17, indicating no statistically significant relationship between group assessment competency and class level. Specifically, 27.6% of 3rd graders and 33.7% of 4th graders rated themselves as average or under in their competency, 43.4% of 3rd graders and 49.4% of 4th graders rated themselves as above average, and 28.9% of 3rd graders and 16.9% of 4th graders rated themselves as excellent. These results suggest that the competency in using group assessment does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.15: Results of Chi-Square test regarding the relationship between attitude scale and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Attitude Scale	Average or under	25	32.9%	43	48.3%	4.13	0.13
	Above average	35	46.1%	33	37.1%		
	Excellent	16	21.1%	13	14.6%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.36.

Table 4.15 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using attitude scales and class

level. The chi-square value (χ^2) is 4.13 with a p-value of 0.13, indicating no statistically significant relationship between attitude scale competency and class level. Specifically, 32.9% of 3rd graders and 48.3% of 4th graders rated themselves as average or under in their competency, 46.1% of 3rd graders and 37.1% of 4th graders rated themselves as above average, and 21.1% of 3rd graders and 14.6% of 4th graders rated themselves as excellent. These results suggest that the competency in using attitude scales does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.16: Results of Chi-Square test regarding the relationship between self-assessment and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Self-Assessment	Average or under	19	25.0%	22	24.7%	5.19	0.07
	Above average	38	50.0%	31	34.8%		
	Excellent	19	25.0%	36	40.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.88.

Table 4.16 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using self-assessment and class level. The chi-square value (χ^2) is 5.19 with a p-value of 0.07, indicating no statistically significant relationship between self-assessment competency and class level. Specifically, 25.0% of 3rd graders and 24.7% of 4th graders rated themselves as average or under in their competency, 50.0% of 3rd graders and 34.8% of 4th graders rated themselves as above average, and 25.0% of 3rd graders and 40.4% of 4th graders rated themselves as excellent. These results suggest that the competency in using self-assessment does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.17: Results of Chi-Square test regarding the relationship between learning disability assessment test and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Learning Disability Assessment Test	Average or under	39	51.3%	46	51.7%	2.30	0.32
	Above average	29	38.2%	27	30.3%		
	Excellent	8	10.5%	16	18.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.05.

Table 4.17 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using learning disability assessment tests and class level. The chi-square value (χ^2) is 2.30 with a p-value of 0.32, indicating no statistically significant relationship between learning disability assessment test competency and class level. Specifically, 51.3% of 3rd graders and 51.7% of 4th graders rated themselves as average or under in their competency, 38.2% of 3rd graders and 30.3% of 4th graders rated themselves as above average, and 10.5% of 3rd graders and 18.0% of 4th graders rated themselves as excellent. These results suggest that the competency in using learning disability assessment tests does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.18: Results of Chi-Square test regarding the relationship between concept misconception test and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Concept Misconception Test	Average or under	43	56.6%	53	59.6%	4.09	0.13
	Above average	28	36.8%	23	25.8%		
	Excellent	5	6.6%	13	14.6%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.29.

Table 4.18 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using concept misconception

tests and class level. The chi-square value (χ^2) is 4.09 with a p-value of 0.13, indicating no statistically significant relationship between concept misconception test competency and class level. Specifically, 56.6% of 3rd graders and 59.6% of 4th graders rated themselves as average or under in their competency, 36.8% of 3rd graders and 25.8% of 4th graders rated themselves as above average, and 6.6% of 3rd graders and 14.6% of 4th graders rated themselves as excellent. These results suggest that the competency in using concept misconception tests does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.19: Results of Chi-Square test regarding the relationship between interview and class

		Class					
		3rd		**4th**			
		N	**%**	**N**	**%**	**χ^2**	**p**
Interview	Average or under	42	55.3%	47	52.8%	0.73	0.69
	Above average	24	31.6%	33	37.1%		
	Excellent	10	13.2%	9	10.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.75.

Table 4.19 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using interviews and class level. The chi-square value (χ^2) is 0.73 with a p-value of 0.69, indicating no statistically significant relationship between interview competency and class level. Specifically, 55.3% of 3rd graders and 52.8% of 4th graders rated themselves as average or under in their competency, 31.6% of 3rd graders and 37.1% of 4th graders rated themselves as above average, and 13.2% of 3rd graders and 10.1% of 4th graders rated themselves as excellent. These results suggest that the competency in using interviews does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.20: Results of Chi-Square test regarding the relationship between long answer written exam and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Long Answer Written Exam	Average or under	27	35.5%	34	38.2%	4.33	0.11
	Above average	37	48.7%	31	34.8%		
	Excellent	12	15.8%	24	27.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.58.

Table 4.20 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using long answer written exams and class level. The chi-square value (χ^2) is 4.33 with a p-value of 0.11, indicating no statistically significant relationship between long answer written exam competency and class level. Specifically, 35.5% of 3rd graders and 38.2% of 4th graders rated themselves as average or under in their competency, 48.7% of 3rd graders and 34.8% of 4th graders rated themselves as above average, and 15.8% of 3rd graders and 27.0% of 4th graders rated themselves as excellent. These results suggest that the competency in using long answer written exams does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.21: Results of Chi-Square test regarding the relationship between short answer/fill-in-the-blank and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Short Answer/Fill-in-the-Blank Question	Average or under	24	31.6%	19	21.3%	4.34	0.11
	Above average	30	39.5%	31	34.8%		
	Excellent	22	28.9%	39	43.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.81.

Table 4.21 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using short answer/fill-in-the-blank questions and class level. The chi-square value (χ^2) is 4.34 with a p-value of 0.11, indicating no statistically significant relationship between short answer/fill-in-the-blank question competency and class level. Specifically, 31.6% of 3rd graders and 21.3% of 4th graders rated themselves as average or under in their competency, 39.5% of 3rd graders and 34.8% of 4th graders rated themselves as above average, and 28.9% of 3rd graders and 43.8% of 4th graders rated themselves as excellent. These results suggest that the competency in using short answer/fill-in-the-blank questions does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.22: Results of Chi-Square test regarding the relationship between concept map and class

		Class					
		3rd		**4th**			
		N	**%**	**N**	**%**	**χ^2**	**p**
Concept Map	Average or under	25	32.9%	35	39.3%	0.73	0.69
	Above average	34	44.7%	36	40.4%		
	Excellent	17	22.4%	18	20.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.12.

Table 4.22 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using concept maps and class level. The chi-square value (χ^2) is 0.73 with a p-value of 0.69, indicating no statistically significant relationship between concept map competency and class level. Specifically, 32.9% of 3rd graders and 39.3% of 4th graders rated themselves as average or under in their competency, 44.7% of 3rd graders and 40.4% of 4th graders rated themselves as above average, and 22.4% of 3rd graders and 20.2% of 4th graders rated themselves as excellent. These results suggest that the competency in using concept maps does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.23: Results of Chi-Square test regarding the relationship between concept map and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Performance Task	Average or under	23	30.3%	27	30.3%	0.47	0.79
	Above average	39	51.3%	42	47.2%		
	Excellent	14	18.4%	20	22.5%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.66.

Table 4.23 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using performance tasks and class level. The chi-square value (χ^2) is 0.47 with a p-value of 0.79, indicating no statistically significant relationship between performance task competency and class level. Specifically, 30.3% of 3rd graders and 30.3% of 4th graders rated themselves as average or under in their competency, 51.3% of 3rd graders and 47.2% of 4th graders rated themselves as above average, and 18.4% of 3rd graders and 22.5% of 4th graders rated themselves as excellent. These results suggest that the competency in using performance tasks does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.24: Results of Chi-Square test regarding the relationship between multiple choice test and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	P
Multiple Choice Test	Average or under	8	10.5%	12	13.5%	4.43	0.11
	Above average	37	48.7%	29	32.6%		
	Excellent	31	40.8%	48	53.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.21.

Table 4.24 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using multiple choice tests and class level. The chi-square value (χ^2) is 4.43 with a p-value of 0.11, indicating no

statistically significant relationship between multiple choice test competency and class level. Specifically, 10.5% of 3rd graders and 13.5% of 4th graders rated themselves as average or under in their competency, 48.7% of 3rd graders and 32.6% of 4th graders rated themselves as above average, and 40.8% of 3rd graders and 53.9% of 4th graders rated themselves as excellent. These results suggest that the competency in using multiple choice tests does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.25: Results of Chi-Square test regarding the relationship between oral exam and class

		Class					
		3rd		**4th**			
		N	**%**	**N**	**%**	**χ^2**	**p**
Oral Exam	Average or under	23	30.3%	19	21.3%	2.10	0.35
	Above average	31	40.8%	37	41.6%		
	Excellent	22	28.9%	33	37.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.35.

Table 4.25 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using oral exams and class level. The chi-square value (χ^2) is 2.10 with a p-value of 0.35, indicating no statistically significant relationship between oral exam competency and class level. Specifically, 30.3% of 3rd graders and 21.3% of 4th graders rated themselves as average or under in their competency, 40.8% of 3rd graders and 41.6% of 4th graders rated themselves as above average, and 28.9% of 3rd graders and 37.1% of 4th graders rated themselves as excellent. These results suggest that the competency in using oral exams does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.26: Results of Chi-Square test regarding the relationship between project and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Project	Average or under	20	26.3%	30	33.7%	1.97	0.37
	Above average	38	50.0%	35	39.3%		
	Excellent	18	23.7%	24	27.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.35.

Table 4.26 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using projects and class level. The chi-square value (χ^2) is 1.97 with a p-value of 0.37, indicating no statistically significant relationship between project competency and class level. Specifically, 26.3% of 3rd graders and 33.7% of 4th graders rated themselves as average or under in their competency, 50.0% of 3rd graders and 39.3% of 4th graders rated themselves as above average, and 23.7% of 3rd graders and 27.0% of 4th graders rated themselves as excellent. These results suggest that the competency in using projects does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.27: Results of Chi-Square test regarding the relationship between true-false test and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
True-False	Average or under	10	13.2%	16	18.0%	4.71	0.09
Test	Above average	41	53.9%	33	37.1%		
	Excellent	25	32.9%	40	44.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.98.

Table 4.27 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using true-false tests and class level. The chi-square value (χ^2) is 4.71 with a p-value of 0.09, indicating no statistically

significant relationship between true-false test competency and class level. Specifically, 13.2% of 3rd graders and 18.0% of 4th graders rated themselves as average or under in their competency, 53.9% of 3rd graders and 37.1% of 4th graders rated themselves as above average, and 32.9% of 3rd graders and 44.9% of 4th graders rated themselves as excellent. These results suggest that the competency in using true-false tests does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.28: Results of Chi-Square test regarding the relationship between observation and class

		Class					
		3rd		**4th**			
		N	**%**	**N**	**%**	**χ^2**	**p**
Observation	Average or under	19	25.0%	19	21.3%	2.63	0.27
	Above average	33	43.4%	31	34.8%		
	Excellent	24	31.6%	39	43.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.50.

Table 4.28 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using observation and class level. The chi-square value (χ^2) is 2.63 with a p-value of 0.27, indicating no statistically significant relationship between observation competency and class level. Specifically, 25.0% of 3rd graders and 21.3% of 4th graders rated themselves as average or under in their competency, 43.4% of 3rd graders and 34.8% of 4th graders rated themselves as above average, and 31.6% of 3rd graders and 43.8% of 4th graders rated themselves as excellent. These results suggest that the competency in using observation does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.29: Results of Chi-Square test regarding the relationship between placement test and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Placement Test	Average or under	19	25.0%	25	28.1%	2.50	0.29
	Above average	38	50.0%	34	38.2%		
	Excellent	19	25.0%	30	33.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.27.

Table 4.29 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using placement tests and class level. The chi-square value ($\chi 2$) is 2.50 with a p-value of 0.29, indicating no statistically significant relationship between placement test competency and class level. Specifically, 25.0% of 3rd graders and 28.1% of 4th graders rated themselves as average or under in their competency, 50.0% of 3rd graders and 38.2% of 4th graders rated themselves as above average, and 25.0% of 3rd graders and 33.7% of 4th graders rated themselves as excellent. These results suggest that the competency in using placement tests does not significantly differ between 3rd and 4th grade pre-service English teachers.

Table 4.30: Results of Chi-Square test regarding the relationship between process evaluation and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Process Evaluation	Average or under	19	25.0%	32	36.0%	**6.18**	**0.04**
	Above average	42	55.3%	32	36.0%		
	Excellent	15	19.7%	25	28.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.42.

Table 4.30 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using process evaluation and

class level. The chi-square value (χ^2) is 6.18 with a p-value of 0.04, indicating a statistically significant relationship between process evaluation competency and class level. Specifically, 25.0% of 3rd graders and 36.0% of 4th graders rated themselves as average or under in their competency, 55.3% of 3rd graders and 36.0% of 4th graders rated themselves as above average, and 19.7% of 3rd graders and 28.1% of 4th graders rated themselves as excellent. These results suggest that there is a significant difference in the competency in using process evaluation between 3rd and 4th grade pre-service English teachers.

Table 4.31: Results of Chi-Square test regarding the relationship between checklist and class

		Class					
		3rd		**4th**			
		N	**%**	**N**	**%**	**χ^2**	**p**
Checklist	Average or under	31	40.8%	36	40.4%	1.56	0.46
	Above average	31	40.8%	30	33.7%		
	Excellent	14	18.4%	23	25.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.04.

Table 4.31 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using checklists and class level. The chi-square value (χ^2) is 1.56 with a p-value of 0.46, indicating no statistically significant relationship between checklist competency and class level. Specifically, 40.8% of 3rd graders and 40.4% of 4th graders rated themselves as average or under in their competency, 40.8% of 3rd graders and 33.7% of 4th graders rated themselves as above average, and 18.4% of 3rd graders and 25.8% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in the competency in using checklists between 3rd and 4th grade pre-service English teachers.

Table 4.32: Results of Chi-Square test regarding the relationship between research paper and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Research Paper	Average or under	28	36.8%	36	40.4%	0.23	0.89
	Above average	31	40.8%	34	38.2%		
	Excellent	17	22.4%	19	21.3%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.58.

Table 4.32 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using research papers and class level. The chi-square value (χ^2) is 0.23 with a p-value of 0.89, indicating no statistically significant relationship between research paper proficiency and class level. Specifically, 36.8% of 3rd graders and 40.4% of 4th graders rated themselves as average or under in their proficiency, 40.8% of 3rd graders and 38.2% of 4th graders rated themselves as above average, and 22.4% of 3rd graders and 21.3% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in the proficiency in using research papers between 3rd and 4th grade pre-service English teachers.

Table 4.33: Results of Chi-Square test regarding the relationship between student portfolio and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Student Portfolio	Average or under	36	47.4%	46	51.7%	0.51	0.77
	Above average	27	35.5%	27	30.3%		
	Excellent	13	17.1%	16	18.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.36.

Table 4.33 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using student portfolios and class level. The chi-square value (χ^2) is 0.51 with a p-value of 0.77, indicating no

statistically significant relationship between student portfolio proficiency and class level. Specifically, 47.4% of 3rd graders and 51.7% of 4th graders rated themselves as average or under in their proficiency, 35.5% of 3rd graders and 30.3% of 4th graders rated themselves as above average, and 17.1% of 3rd graders and 18.0% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in the proficiency in using student portfolios between 3rd and 4th grade pre-service English teachers.

Table 4.34: Results of Chi-Square test regarding the relationship between rubric and class

		Class					
		3rd		**4th**			
		N	**%**	**N**	**%**	**χ^2**	**p**
Rubric	Average or under	48	63.2%	47	52.8%	4.64	0.10
	Above average	21	27.6%	23	25.8%		
	Excellent	7	9.2%	19	21.3%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.98.

Table 4.34 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using rubrics and class level. The chi-square value (χ^2) is 4.64 with a p-value of 0.10, indicating no statistically significant relationship between rubric proficiency and class level. Specifically, 63.2% of 3rd graders and 52.8% of 4th graders rated themselves as average or under in their proficiency, 27.6% of 3rd graders and 25.8% of 4th graders rated themselves as above average, and 9.2% of 3rd graders and 21.3% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in the proficiency in utilizing rubrics between 3rd and 4th grade pre-service English teachers.

Table 4.35: Results of Chi-Square test regarding the relationship between presentation evaluation and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Presentation Evaluation	Average or under	27	35.5%	26	29.2%	2.86	0.24
	Above average	36	47.4%	38	42.7%		
	Excellent	13	17.1%	25	28.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.50.

Table 4.34 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using presentation evaluations and class level. The chi-square value (χ^2) is 2.86 with a p-value of 0.24, indicating no statistically significant relationship between presentation evaluation proficiency and class level. Specifically, 35.5% of 3rd graders and 29.2% of 4th graders rated themselves as average or under in their proficiency, 47.4% of 3rd graders and 42.7% of 4th graders rated themselves as above average, and 17.1% of 3rd graders and 28.1% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in the proficiency in conducting presentation evaluations between 3rd and 4th grade pre-service English teachers.

Table 4.36: Results of Chi-Square test regarding the relationship between structured grid and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Structured Grid	Average or under	45	59.2%	50	56.2%	0.24	0.89
	Above average	24	31.6%	29	32.6%		
	Excellent	7	9.2%	10	11.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.83.

Table 4.36 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using structured grids and class

level. The chi-square value (χ^2) is 0.24 with a p-value of 0.89, indicating no statistically significant relationship between structured grid proficiency and class level. Specifically, 59.2% of 3rd graders and 56.2% of 4th graders rated themselves as average or under in their proficiency, 31.6% of 3rd graders and 32.6% of 4th graders rated themselves as above average, and 9.2% of 3rd graders and 11.2% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in the proficiency in using structured grids between 3rd and 4th grade pre-service English teachers.

Table 4.37: Results of Chi-Square test regarding the relationship between semantic analysis table and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Semantic Analysis Table	Average or under	40	52.6%	42	47.2%	1.43	0.49
	Above average	28	36.8%	32	36.0%		
	Excellent	8	10.5%	15	16.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.59.

Table 4.37 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using semantic analysis and class level. The chi-square value (χ2) is 1.43 with a p-value of 0.49, indicating no statistically significant relationship between competency in using semantic analysis tables and class level. Specifically, 52.6% of 3rd graders and 47.2% of 4th graders rated themselves as average or under in their competency, 36.8% of 3rd graders and 36.0% of 4th graders rated themselves as above average, and 10.5% of 3rd graders and 16.9% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in competency in using semantic analysis tables between 3rd and 4th grade pre-service English teachers.

Table 4.38: Results of Chi-Square test regarding the relationship between word association and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Word Association	Average or under	21	27.6%	25	28.1%	4.34	0.11
	Above average	41	53.9%	36	40.4%		
	Excellent	14	18.4%	28	31.5%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.35.

Table 4.38 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using word association and class level. The chi-square value (χ^2) is 4.34 with a p-value of 0.11, suggesting no statistically significant relationship between competency in using word association and class level. Specifically, 27.6% of 3rd graders and 28.1% of 4th graders rated themselves as average or under in their competency, 53.9% of 3rd graders and 40.4% of 4th graders rated themselves as above average, and 18.4% of 3rd graders and 31.5% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in competency in using word association between 3rd and 4th-grade pre-service English teachers.

Table 4.39: Results of Chi-Square test regarding the relationship between mind map and class

		Class					
		3rd		4th			
		N	%	N	%	χ^2	p
Mind Map	Average or under	28	36.8%	29	32.6%	3.95	0.14
	Above average	32	42.1%	29	32.6%		
	Excellent	16	21.1%	31	34.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.65.

Table 4.39 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using mind map and class

level. The chi-square value (χ^2) is 3.95 with a p-value of 0.14, suggesting no statistically significant relationship between competency in using mind map and class level. Specifically, 36.8% of 3rd graders and 32.6% of 4th graders rated themselves as average or under in their competency, 42.1% of 3rd graders and 32.6% of 4th graders rated themselves as above average, and 21.1% of 3rd graders and 34.8% of 4th graders rated themselves as excellent. These results suggest that there is no significant difference in competency in using mind map between 3rd and 4th-grade pre-service English teachers.

4.1.7. Pre-service English teachers' perceptions towards Alternative Assessment and Evaluation according to the department satisfaction

Table 4.40: Results of t-test regarding the relationship in pre-service English teachers perceptions towards Alternative Assessment and Evaluation by department satisfaction

AAE	Department Satisfaction	$\bar{x}$	SD	Levene Test	Sig.	t	Sig.
Supportive of Learning	Yes	3.81	0.65	4.19	0.04	**3.91**	**<0.001**
	No	3.00	0.96				
Limitations	Yes	2.98	0.64	3.69	0.05	−0.38	0.70
	No	3.04	0.89				
Supportive of Teaching	Yes	3.82	0.67	4.77	0.03	**3.46**	**<0.001**
	No	3.09	0.97				

Table 4.40 presents the results of the t-test examining the relationship between pre-service English teachers perceptions towards Alternative Assessment and Evaluation and their satisfaction with their department.

For the "Supportive of Learning" factor, pre-service teachers who are satisfied with their department have a mean score ($\bar{x}$) of 3.81 with a standard deviation (SD) of 0.65, whereas those who are not satisfied have a mean score of 3.00 with a standard deviation of 0.96. Levene's test for equality of variances is significant ($F = 4.19$, $p < 0.05$), indicating that variances are unequal. Consequently, the t-test result using the assumption of unequal variances ($t = 3.91$, $p < 0.01$) shows a significant difference between the two groups, with those satisfied with their department scoring higher.

For the “Limitations” factor, candidates who are satisfied with their department have a mean score of 2.98 (SD = 0.64), while those who are not satisfied have a mean score of 3.04 (SD = 0.89). Levene’s test is marginally significant ($F = 3.69$, $p = 0.05$), suggesting potential issues with variance homogeneity. However, the t-test result using the assumption of unequal variances ($t = -0.38$, $p > 0.05$) shows no significant difference between the two groups.

For the “Supportive of Teaching” factor, candidates who are satisfied with their department have a mean score of 3.82 (SD = 0.67), while those who are not satisfied have a mean score of 3.09 (SD = 0.97). Levene’s test is significant ($F = 4.77$, $p < 0.05$), indicating unequal variances. Therefore, the t-test result using the assumption of unequal variances ($t = 3.46$, $p = < 0.01$) shows a significant difference between the two groups, with those satisfied with their department scoring higher.

In summary, the results indicate that pre-service English teachers who are satisfied with their department have significantly higher perceptions of support for learning and teaching processes in alternative assessment and evaluation compared to those who are not satisfied. There is no significant difference in perceptions of the limitations of alternative assessment and evaluation methods between the two groups. The t-test results for SL and ST items were calculated using the t-values for unequal variances, as indicated by the significant Levene’s tests, demonstrating that variance homogeneity was not achieved for these items.

4.1.8. Pre-service English teachers’ opinions regarding their competence in Alternative Assessment and Evaluation according to the department satisfaction

This section attempts to test the differences between pre-service English teachers opinions regarding their competence in alternative assessment and evaluation according to department satisfaction. To test these differences, the Chi-square test was used. The results are presented below.

Table 4.41: Results of Chi-Square test regarding the relationship between puzzle and department satisfaction

		Department Satisfaction				χ^2	P
		Yes		No			
		N	%	N	%		
Puzzle	Average or under	50	35.2%	11	47.8%	1.97	0.37
	Above average	66	46.5%	10	43.5%		
	Excellent	26	18.3%	2	8.7%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.90.

Table 4.41 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using puzzles and department satisfaction. The chi-square value (χ^2) is 1.97 with a p-value of 0.37, indicating no statistically significant relationship between puzzle competency and department satisfaction. Specifically, 35.2% of those satisfied with the department and 47.8% of those unsatisfied rated their puzzle competency as average or under, 46.5% of satisfied individuals and 43.5% of unsatisfied individuals rated their puzzle competency as above average, and 18.3% of satisfied individuals and 8.7% of unsatisfied individuals rated their puzzle competency as excellent. These results suggest that the competency in using puzzles does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.42: Results of Chi-Square test regarding the relationship between demonstration and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Demonstration	Average or under	62	43.7%	13	56.5%	1.42	0.49
	Above average	60	42.3%	8	34.8%		
	Excellent	20	14.1%	2	8.7%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.07.

Table 4.42 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using demonstrations and department satisfaction. The chi-square value (χ^2) is 1.42 with a p-value of 0.49, indicating no statistically significant relationship between demonstration competency and department satisfaction. Specifically, 43.7% of those satisfied with the department and 56.5% of those unsatisfied rated their demonstration competency as average or under, 42.3% of satisfied individuals and 34.8% of unsatisfied individuals rated their demonstration competency as above average, and 14.1% of satisfied individuals and 8.7% of unsatisfied individuals rated their demonstration competency as excellent. These results suggest that the competency in using demonstrations does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.43: Results of Chi-Square test regarding the relationship between written report and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Written	Average or under	53	37.3%	12	52.2%	2.07	0.34
Report	Above average	71	50.0%	8	34.8%		
	Excellent	18	12.7%	3	13.0%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 2.93.

Table 4.43 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using written reports and department satisfaction. The chi-square value (χ^2) is 2.07 with a p-value of 0.34, indicating no statistically significant relationship between written report competency and department satisfaction. Specifically, 37.3% of those satisfied with the department and 52.2% of those unsatisfied rated their written report competency as average or under, 50.0% of satisfied individuals and 34.8% of unsatisfied individuals rated their written report competency as above average, and 12.7% of satisfied individuals and 13.0% of unsatisfied individuals rated their written report competency as excellent. These results suggest that the

competency in using written reports does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.44: Results of Chi-Square test regarding the relationship between worksheet and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Worksheet	Average or under	24	16.9%	9	39.1%	**6.13**	**0.04**
	Above average	78	54.9%	9	39.1%		
	Excellent	40	28.2%	5	21.7%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 4.60.

Table 4.44 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using worksheets and department satisfaction. The chi-square value (χ^2) is 6.13 with a p-value of 0.04, indicating a statistically significant relationship between worksheet competency and department satisfaction. Specifically, 16.9% of those satisfied with the department and 39.1% of those unsatisfied rated their worksheet competency as average or under, 54.9% of satisfied individuals and 39.1% of unsatisfied individuals rated their worksheet competency as above average, and 28.2% of satisfied individuals and 21.7% of unsatisfied individuals rated their worksheet competency as excellent. These results suggest that the competency in using worksheets significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.45: Results of Chi-Square test regarding the relationship between team assignment and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Team Assignment	Average or under	32	22.5%	9	39.1%	2.92	0.23
	Above average	71	50.0%	9	39.1%		
	Excellent	39	27.5%	5	21.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.72.

Table 4.45 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using team assignments and department satisfaction. The chi-square value (χ^2) is 2.92 with a p-value of 0.23, indicating no statistically significant relationship between team assignment competency and department satisfaction. Specifically, 22.5% of those satisfied with the department and 39.1% of those unsatisfied rated their team assignment competency as average or under, 50.0% of satisfied individuals and 39.1% of unsatisfied individuals rated their team assignment competency as above average, and 27.5% of satisfied individuals and 21.7% of unsatisfied individuals rated their team assignment competency as excellent. These results suggest that the competency in using team assignments does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.46: Results of Chi-Square test regarding the relationship between matching and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Matching	Average or under	26	18.3%	8	34.8%	3.29	0.19
	Above average	61	43.0%	8	34.8%		
	Excellent	55	38.7%	7	30.4%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 4.74.

Table 4.46 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using matching and department satisfaction. The chi-square value (χ^2) is 3.29 with a p-value of 0.19, indicating no statistically significant relationship between matching competency and department satisfaction. Specifically, 18.3% of those satisfied with the department and 34.8% of those unsatisfied rated their matching competency as average or under, 43.0% of satisfied individuals and 34.8% of unsatisfied individuals rated their matching competency as above average, and 38.7% of satisfied individuals and 30.4% of unsatisfied individuals rated their matching competency as excellent. These results suggest that the competency in using matching does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.47: Results of Chi-Square test regarding the relationship between peer assessment and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Peer Assessment	Average or under	34	23.9%	12	52.2%	**7.99**	**0.02**
	Above average	71	50.0%	8	34.8%		
	Excellent	37	26.1%	3	13.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.58.

Table 4.47 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using peer assessment and department satisfaction. The chi-square value (χ^2) is 7.99 with a p-value of 0.02, indicating a statistically significant relationship between peer assessment competency and department satisfaction. Specifically, 23.9% of those satisfied with the department and 52.2% of those unsatisfied rated their peer assessment competency as average or under, 50.0% of satisfied individuals and 34.8% of unsatisfied individuals rated their peer assessment competency as above average, and 26.1% of satisfied individuals and 13.0% of unsatisfied individuals rated their peer assessment competency as excellent. These

results suggest that the competency in using peer assessment significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.48: Results of Chi-Square test regarding the relationship between peer assessment and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Group Assessment	Average or under	38	26.8%	13	56.5%	**8.73**	**0.01**
	Above average	69	48.6%	8	34.8%		
	Excellent	35	24.6%	2	8.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.16.

Table 4.48 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using group assessment and department satisfaction. The chi-square value (χ^2) is 8.73 with a p-value of 0.01, indicating a statistically significant relationship between group assessment competency and department satisfaction. Specifically, 26.8% of those satisfied with the department and 56.5% of those unsatisfied rated their group assessment competency as average or under, 48.6% of satisfied individuals and 34.8% of unsatisfied individuals rated their group assessment competency as above average, and 24.6% of satisfied individuals and 8.7% of unsatisfied individuals rated their group assessment competency as excellent. These results suggest that the competency in using group assessment significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.49: Results of Chi-Square test regarding the relationship between attitude scale and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Attitude Scale	Average or under	52	36.6%	16	69.6%	**8.87**	**0.01**
	Above average	63	44.4%	5	21.7%		
	Excellent	27	19.0%	2	8.7%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 4.04.

Table 4.49 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using attitude scales and department satisfaction. The chi-square value ($\chi 2$) is 8.87 with a p-value of 0.01, indicating a statistically significant relationship between attitude scale competency and department satisfaction. Specifically, 36.6% of those satisfied with the department and 69.6% of those unsatisfied rated their attitude scale competency as average or under, 44.4% of satisfied individuals and 21.7% of unsatisfied individuals rated their attitude scale competency as above average, and 19.0% of satisfied individuals and 8.7% of unsatisfied individuals rated their attitude scale competency as excellent. These results suggest that the competency in using attitude scales significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.50: Results of Chi-Square test regarding the relationship between self-assessment and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Self-Assessment	Average or under	30	21.1%	11	47.8%	**7.58**	**0.02**
	Above average	62	43.7%	7	30.4%		
	Excellent	50	35.2%	5	21.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.72.

Table 4.50 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using self-assessment and department satisfaction. The chi-square value (χ^2) is 7.58 with a p-value of 0.02, indicating a statistically significant relationship between self-assessment competency and department satisfaction. Specifically, 21.1% of those satisfied with the department and 47.8% of those unsatisfied rated their self-assessment competency as average or under, 43.7% of satisfied individuals and 30.4% of unsatisfied individuals rated their self-assessment competency as above average, and 35.2% of satisfied individuals and 21.7% of unsatisfied individuals rated their self-assessment competency as excellent. These results suggest that the competency in using self-assessment significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.51: Results of Chi-Square test regarding the relationship between learning disability assessment test and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Learning	Average or under	73	51.4%	12	52.2%	0.05	0.98
Disability	Above average	48	33.8%	8	34.8%		
Assessment Test	Excellent	21	14.8%	3	13.0%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.35.

Table 4.51 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using learning disability assessment tests and department satisfaction. The chi-square value (χ^2) is 0.05 with a p-value of 0.98, indicating no statistically significant relationship between learning disability assessment test competency and department satisfaction. Specifically, 51.4% of those satisfied with the department and 52.2% of those unsatisfied rated their learning disability assessment test competency as average or under, 33.8% of satisfied individuals and 34.8% of unsatisfied individuals rated their competency as above average, and 14.8% of satisfied individuals and 13.0% of unsatisfied individuals rated their competency as

excellent. These results suggest that the competency in using learning disability assessment tests does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.52: Results of Chi-Square test regarding the relationship between concept misconception test and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	χ^2	**P**
Concept	Average or under	83	58.5%	13	56.5%	0.13	0.94
Misconception	Above average	44	31.0%	7	30.4%		
Test	Excellent	15	10.6%	3	13.0%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 2.51.

Table 4.52 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using concept misconception tests and department satisfaction. The chi-square value (χ^2) is 0.13 with a p-value of 0.94, indicating no statistically significant relationship between concept misconception test competency and department satisfaction. Specifically, 58.5% of those satisfied with the department and 56.5% of those unsatisfied rated their concept misconception test competency as average or under, 31.0% of satisfied individuals and 30.4% of unsatisfied individuals rated their competency as above average, and 10.6% of satisfied individuals and 13.0% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using concept misconception tests does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.53: Results of Chi-Square test regarding the relationship between interview and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Interview	Average or under	75	52.8%	14	60.9%	0.85	0.65
	Above average	51	35.9%	6	26.1%		
	Excellent	16	11.3%	3	13.0%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 2.65.

Table 4.53 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in conducting interviews and department satisfaction. The chi-square value (χ^2) is 0.85 with a p-value of 0.65, indicating no statistically significant relationship between interview competency and department satisfaction. Specifically, 52.8% of those satisfied with the department and 60.9% of those unsatisfied rated their interview competency as average or under, 35.9% of satisfied individuals and 26.1% of unsatisfied individuals rated their competency as above average, and 11.3% of satisfied individuals and 13.0% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in conducting interviews does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.54: Results of Chi-Square test regarding the relationship between long answer written exam and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Long Answer Written Exam	Average or under	49	34.5%	12	52.2%	2.88	0.24
	Above average	60	42.3%	8	34.8%		
	Excellent	33	23.2%	3	13.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.02.

Table 4.54 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using long answer written exams and department satisfaction. The chi-square value (χ^2) is 2.88 with a p-value of 0.24, indicating no statistically significant relationship between long answer written exam competency and department satisfaction. Specifically, 34.5% of those satisfied with the department and 52.2% of those unsatisfied rated their long answer written exam competency as average or under, 42.3% of satisfied individuals and 34.8% of unsatisfied individuals rated their competency as above average, and 23.2% of satisfied individuals and 13.0% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using long answer written exams does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.55: Results of Chi-Square test regarding the relationship between short answer/fill-in-the-blank question and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Short Answer/Fill-in-the-Blank Question	Average or under	35	24.6%	8	34.8%	1.67	0.43
	Above average	52	36.6%	9	39.1%		
	Excellent	55	38.7%	6	26.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.99.

Table 4.55 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using short answer/fill-in-the-blank questions and department satisfaction. The chi-square value (χ^2) is 1.67 with a p-value of 0.43, indicating no statistically significant relationship between short answer/fill-in-the-blank question competency and department satisfaction. Specifically, 24.6% of those satisfied with the department and 34.8% of those unsatisfied rated their short answer/fill-in-the-blank question competency as average or under, 36.6% of satisfied individuals and 39.1% of unsatisfied individuals rated their competency as above average, and 38.7% of satisfied individuals and 26.1% of unsatisfied individuals rated their

competency as excellent. These results suggest that the competency in using short answer/fill-in-the-blank questions does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.56: Results of Chi-Square test regarding the relationship between concept map and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Concept Map	Average or under	49	34.5%	11	47.8%	2.95	0.23
	Above average	60	42.3%	10	43.5%		
	Excellent	33	23.2%	2	8.7%		

1 cell (0.0%) have expected count less than 5. The minimum expected count is 4.88.

Table 4.56 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using concept maps and department satisfaction. The chi-square value (χ^2) is 2.95 with a p-value of 0.23, indicating no statistically significant relationship between concept map competency and department satisfaction. Specifically, 34.5% of those satisfied with the department and 47.8% of those unsatisfied rated their concept map competency as average or under, 42.3% of satisfied individuals and 43.5% of unsatisfied individuals rated their competency as above average, and 23.2% of satisfied individuals and 8.7% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using concept maps does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.57: Results of Chi-Square test regarding the relationship between performance task and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Performance Task	Average or under	39	27.5%	11	47.8%	3.96	0.14
	Above average	73	51.4%	8	34.8%		
	Excellent	30	21.1%	4	17.4%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 4.74.

Table 4.57 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using performance tasks and department satisfaction. The chi-square value (χ^2) is 3.96 with a p-value of 0.14, indicating no statistically significant relationship between performance task competency and department satisfaction. Specifically, 27.5% of those satisfied with the department and 47.8% of those unsatisfied rated their performance task competency as average or under, 51.4% of satisfied individuals and 34.8% of unsatisfied individuals rated their competency as above average, and 21.1% of satisfied individuals and 17.4% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using performance tasks does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.58: Results of Chi-Square test regarding the relationship between multiple choice test and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Multiple Choice Test	Average or under	13	9.2%	7	30.4%	**8.43**	**0.01**
	Above average	59	41.5%	7	30.4%		
	Excellent	70	49.3%	9	39.1%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 2.79.

Table 4.58 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using multiple choice tests and department satisfaction. The chi-square value (χ^2) is 8.43 with a p-value of 0.01, indicating a statistically significant relationship between multiple choice test competency and department satisfaction. Specifically, 9.2% of those satisfied with the department and 30.4% of those unsatisfied rated their multiple-choice test competency as average or under, 41.5% of satisfied individuals and 30.4% of unsatisfied individuals rated their competency as above average, and 49.3% of satisfied individuals and 39.1% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using multiple choice tests significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.59: Results of Chi-Square test regarding the relationship between oral exam and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Oral	Average or under	32	22.5%	10	43.5%	4.75	0.09
Exam	Above average	60	42.3%	8	34.8%		
	Excellent	50	35.2%	5	21.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.85.

Table 4.59 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using oral exams and department satisfaction. The chi-square value (χ^2) is 4.75 with a p-value of 0.09, indicating no statistically significant relationship between oral exam competency and department satisfaction. Specifically, 22.5% of those satisfied with the department and 43.5% of those unsatisfied rated their oral exam competency as average or under, 42.3% of satisfied individuals and 34.8% of unsatisfied individuals rated their competency as above average, and 35.2% of satisfied individuals and 21.7% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using oral exams

does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.60: Results of Chi-Square test regarding the relationship between project and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Project	Average or under	37	26.1%	13	56.5%	**8.74**	**0.01**
	Above average	67	47.2%	6	26.1%		
	Excellent	38	26.8%	4	17.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.85.

Table 4.60 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using projects and department satisfaction. The chi-square value (χ^2) is 8.74 with a p-value of 0.01, indicating a statistically significant relationship between project competency and department satisfaction. Specifically, 26.1% of those satisfied with the department and 56.5% of those unsatisfied rated their project competency as average or under, 47.2% of satisfied individuals and 26.1% of unsatisfied individuals rated their competency as above average, and 26.8% of satisfied individuals and 17.4% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using projects significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.61: Results of Chi-Square test regarding the relationship between true-false test and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
True-False Test	Average or under	19	13.4%	7	30.4%	4.39	0.11
	Above average	65	45.8%	9	39.1%		
	Excellent	58	40.8%	7	30.4%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.62.

Table 4.61 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using true-false tests and department satisfaction. The chi-square value (χ^2) is 4.39 with a p-value of 0.11, indicating no statistically significant relationship between true-false test competency and department satisfaction. Specifically, 13.4% of those satisfied with the department and 30.4% of those unsatisfied rated their true-false test competency as average or under, 45.8% of satisfied individuals and 39.1% of unsatisfied individuals rated their competency as above average, and 40.8% of satisfied individuals and 30.4% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using true-false tests does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.62: Results of Chi-Square test regarding the relationship between observation and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Observation	Average or under	29	20.4%	9	39.1%	4.41	0.13
	Above average	56	39.4%	8	34.8%		
	Excellent	57	40.1%	6	26.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.30.

Table 4.62 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using observation and department satisfaction. The chi-square value (χ^2) is 4.41 with a p-value of 0.13, indicating no statistically significant relationship between observation competency and department satisfaction. Specifically, 20.4% of those satisfied with the department and 39.1% of those unsatisfied rated their observation competency as average or under, 39.4% of satisfied individuals and 34.8% of unsatisfied individuals rated their competency as above average, and 40.1% of satisfied individuals and 26.1% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using observation does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.63: Results of Chi-Square test regarding the relationship between placement test and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Placement Test	Average or under	33	23.2%	11	47.8%	**6.12**	**0.04**
	Above average	65	45.8%	7	30.4%		
	Excellent	44	31.0%	5	21.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.13.

Table 4.63 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using placement tests and department satisfaction. The chi-square value (χ^2) is 6.12 with a p-value of 0.04, indicating a statistically significant relationship between placement test competency and department satisfaction. Specifically, 23.2% of those satisfied with the department and 47.8% of those unsatisfied rated their placement test competency as average or under, 45.8% of satisfied individuals and 30.4% of unsatisfied individuals rated their competency as above average, and 31.0% of satisfied individuals and 21.7% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using placement

tests significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.64: Results of Chi-Square test regarding the relationship between process evaluation and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Process Evaluation	Average or under	39	27.5%	12	52.2%	**6.08**	**0.04**
	Above average	68	47.9%	6	26.1%		
	Excellent	35	24.6%	5	21.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.58.

Table 4.64 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using process evaluation and department satisfaction. The chi-square value (χ^2) is 6.08 with a p-value of 0.04, indicating a statistically significant relationship between process evaluation competency and department satisfaction. Specifically, 27.5% of those satisfied with the department and 52.2% of those unsatisfied rated their process evaluation competency as average or under, 47.9% of satisfied individuals and 26.1% of unsatisfied individuals rated their competency as above average, and 24.6% of satisfied individuals and 21.7% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using process evaluation significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.65: Results of Chi-Square test regarding the relationship between checklist and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Checklist	Average or under	54	38.0%	13	56.5%	3.95	0.14
	Above average	53	37.3%	8	34.8%		
	Excellent	35	24.6%	2	8.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.16.

Table 4.65 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers English teacher candidates in using checklists and department satisfaction. The chi-square value (χ^2) is 3.95 with a p-value of 0.14, indicating no statistically significant relationship between checklist competency and department satisfaction. Specifically, 38.0% of those satisfied with the department and 56.5% of those unsatisfied rated their checklist competency as average or under, 37.3% of satisfied individuals and 34.8% of unsatisfied individuals rated their competency as above average, and 24.6% of satisfied individuals and 8.7% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using checklists does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.66: Results of Chi-Square test regarding the relationship between research paper and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Research	Average or under	50	35.2%	14	60.9%	**6.01**	**0.04**
Paper	Above average	58	40.8%	7	30.4%		
	Excellent	34	23.9%	2	8.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.02.

Table 4.66 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using research papers and department satisfaction. The chi-square value (χ^2) is 6.01 with a p-value of 0.04, indicating a statistically significant relationship between research paper competency and department satisfaction. Specifically, 35.2% of those satisfied with the department and 60.9% of those unsatisfied rated their research paper competency as average or under, 40.8% of satisfied individuals and 30.4% of unsatisfied individuals rated their competency as above average, and 23.9% of satisfied individuals and 8.7% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using research papers significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.67: Results of Chi-Square test regarding the relationship between student portfolio and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Student Portfolio	Average or under	64	45.1%	18	78.3%	**9.42**	**<0.001**
	Above average	52	36.6%	2	8.7%		
	Excellent	26	18.3%	3	13.0%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 4.04.

Table 4.67 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using student portfolios and department satisfaction. The chi-square value (χ^2) is 9.42 with a p-value of 0.001, indicating a statistically significant relationship between student portfolio competency and department satisfaction. Specifically, 45.1% of those satisfied with the department and 78.3% of those unsatisfied rated their student portfolio competency as average or under, 36.6% of satisfied individuals and 8.7% of unsatisfied individuals rated their competency as above average, and 18.3% of satisfied individuals and 13.0% of unsatisfied individuals rated their competency as excellent. ***These results suggest that the competency in using***

student portfolios significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.68: Results of Chi-Square test regarding the relationship between rubric and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Rubric	Average or under	78	54.9%	17	73.9%	4.52	0.10
	Above average	42	29.6%	2	8.7%		
	Excellent	22	15.5%	4	17.4%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.62.

Table 4.68 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using rubrics and department satisfaction. The chi-square value (χ^2) is 4.52 with a p-value of 0.10, indicating no statistically significant relationship between rubric competency and department satisfaction. Specifically, 54.9% of those satisfied with the department and 73.9% of those unsatisfied rated their rubric competency as average or under, 29.6% of satisfied individuals and 8.7% of unsatisfied individuals rated their competency as above average, and 15.5% of satisfied individuals and 17.4% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using rubrics does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.69: Results of Chi-Square test regarding the relationship between presentation evaluation and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Presentation Evaluation	Average or under	39	27.5%	14	60.9%	**10.43**	**<0.001**
	Above average	69	48.6%	5	21.7%		
	Excellent	34	23.9%	4	17.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.30.

Table 4.69 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using presentation evaluations and department satisfaction. The chi-square value (χ^2) is 10.43 with a p-value of 0.001, indicating a statistically significant relationship between presentation evaluation competency and department satisfaction. Specifically, 27.5% of those satisfied with the department and 60.9% of those unsatisfied rated their presentation evaluation competency as average or under, 48.6% of satisfied individuals and 21.7% of unsatisfied individuals rated their competency as above average, and 23.9% of satisfied individuals and 17.4% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using presentation evaluations significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.70: Results of Chi-Square test regarding the relationship between structured grid and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Structured Grid	Average or under	78	54.9%	17	73.9%	3.06	0.22
	Above average	48	33.8%	5	21.7%		
	Excellent	16	11.3%	1	4.3%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 2.37.

Table 4.70 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using structured grids and department satisfaction. The chi-square value (χ^2) is 3.06 with a p-value of 0.22, indicating no statistically significant relationship between structured grid competency and department satisfaction. Specifically, 54.9% of those satisfied with the department and 73.9% of those unsatisfied rated their structured grid competency as average or under, 33.8% of satisfied individuals and 21.7% of unsatisfied individuals rated their competency as above average, and 11.3% of satisfied individuals and 4.3% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using structured grids does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.71: Results of Chi-Square test regarding the relationship between semantic analysis table and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Semantic	Average or under	69	48.6%	13	56.5%	0.52	0.77
Analysis Table	Above average	53	37.3%	7	30.4%		
	Excellent	20	14.1%	3	13.0%		

1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.21.

Table 4.71 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using semantic analysis tables and department satisfaction. The chi-square value (χ^2) is 0.52 with a p-value of 0.77, indicating no statistically significant relationship between semantic analysis table competency and department satisfaction. Specifically, 48.6% of those satisfied with the department and 56.5% of those unsatisfied rated their semantic analysis table competency as average or under, 37.3% of satisfied individuals and 30.4% of unsatisfied individuals rated their competency as above average, and 14.1% of satisfied individuals and 13.0% of unsatisfied individuals rated their competency as excellent. These results suggest that the

competency in using semantic analysis tables does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

Table 4.72: Results of Chi-Square test regarding the relationship between word association and department satisfaction

		Department Satisfaction					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Word Association	Average or under	34	23.9%	12	52.2%	**8.23**	**0.02**
	Above average	71	50.0%	6	26.1%		
	Excellent	37	26.1%	5	21.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.85.

Table 4.72 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using word association and department satisfaction. The chi-square value (χ^2) is 8.23 with a p-value of 0.02, indicating a statistically significant relationship between word association competency and department satisfaction. Specifically, 23.9% of those satisfied with the department and 52.2% of those unsatisfied rated their word association competency as average or under, 50.0% of satisfied individuals and 26.1% of unsatisfied individuals rated their competency as above average, and 26.1% of satisfied individuals and 21.7% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using word association significantly differs between those who are satisfied and those who are unsatisfied with the department.

Table 4.73: Results of Chi-Square test regarding the relationship between mind map and department satisfaction

		Department Satisfaction					
		Yes		No			
		N	%	N	%	χ^2	P
Mind Map	Average or under	45	31.7%	12	52.2%	5.21	0.07
	Above average	57	40.1%	4	17.4%		
	Excellent	40	28.2%	7	30.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.55.

Table 4.73 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using mind maps and department satisfaction. The chi-square value (χ^2) is 5.21 with a p-value of 0.07, indicating no statistically significant relationship between mind map competency and department satisfaction. Specifically, 31.7% of those satisfied with the department and 52.2% of those unsatisfied rated their mind map competency as average or under, 40.1% of satisfied individuals and 17.4% of unsatisfied individuals rated their competency as above average, and 28.2% of satisfied individuals and 30.4% of unsatisfied individuals rated their competency as excellent. These results suggest that the competency in using mind maps does not significantly differ between those who are satisfied and those who are unsatisfied with the department.

4.1.9. Pre-service English teachers' perceptions towards Alternative Assessment and Evaluation according to GPA

Table 4.74: Results of One-Way ANOVA regarding the pre-service English teachers perceptions towards Alternative Assessment and Evaluation by GPA

AAE	GPA	$\bar{x}$	SD	Levene Test	Sig.	F	Sig.
Supportive of Learning	< 2.49	3.23	0.66	3.17	0.02	**4.64**	**<0.001**
	2.50-2.99	3.71	0.77				
	3.00-3.49	3.6	0.81				
	>3.50	4.04	0.46				
Limitations	< 2.49	3.15	0.74	0.25	0.86	**5.41**	**<0.001**
	2.50-2.99	3.30	0.67				
	3.00-3.49	2.87	0.66				
	>3.50	2.78	0.60				
Supportive of Teaching	< 2.49	3.52	0.70	3.41	0.02	**4.86**	**<0.001**
	2.50-2.99	3.62	0.88				
	3.00-3.49	3.61	0.75				
	>3.50	4.13	0.46				

Table 4.75: Results of multiple comparison regarding the pre-service English teachers perceptions towards Alternative Assessment and Evaluation by GPA

AAE		(I) GPA	(J) GPA	Mean Difference (I-J)	Sig.
Supportive Learning	of Tamhane	>3.50	< 2.49	0.81*	<0.001
			3.00-3.49	0.43*	<0.001
Limitations	Tukey	2.50-2.99	3.00-3.49	0.42*	<0.001
			>3.50	0.51*	<0.001
Supportive Teaching	of Tamhane	>3.50	2.50-2.99	0.51*	<0.001
			3.00-3.49	0.52*	<0.001

Table 4.74 presents the results of a One-Way ANOVA examining pre-service English teachers perceptions towards Alternative Assessment and Evaluation by GPA.

For the “Supportive of Learning” factor, pre-service teachers with a GPA of < 2.49 have a mean score ($\bar{x}$) of 3.23 (SD = 0.66), pre-service teachers with a GPA of 2.50-2.99 have a mean score of 3.71 (SD = 0.77), pre-service teachers with a GPA of 3.00-3.49 have a mean score of 3.60 (SD = 0.81), and pre-service teachers with a GPA of > 3.50 have a mean score of 4.04 (SD = 0.46). Levene’s test indicates unequal variances ($F = 3.17$, $p < 0.05$). The ANOVA result is significant ($F = 4.64$, $p < 0.01$), indicating that there are differences in SL perceptions across GPA groups.

For the “Limitations” factor, pre-service teachers with a GPA of < 2.49 have a mean score of 3.15 (SD = 0.74), pre-service teachers with a GPA of 2.50-2.99 have a mean score of 3.30 (SD = 0.67), pre-service teachers with a GPA of 3.00-3.49 have a mean score of 2.87 (SD = 0.66), and pre-service teachers with a GPA of > 3.50 have a mean score of 2.78 (SD = 0.60). Levene’s test indicates equal variances ($F = 0.25$, $p > 0.05$). The ANOVA result is significant ($F = 5.41$, $p < 0.01$), indicating differences in LIM perceptions across GPA groups.

For the “Supportive of Teaching” factor, pre-service teachers with a GPA of < 2.49 have a mean score of 3.52 (SD = 0.70), pre-service teachers with a GPA of 2.50-2.99 have a mean score of 3.62 (SD = 0.88), pre-service teachers with a GPA of 3.00-3.49 have a mean score of 3.61 (SD = 0.75), and pre-service teachers with a GPA of > 3.50 have a mean score of 4.13 (SD = 0.46). Levene’s test indicates unequal variances ($F = 3.41$, $p < 0.05$). The ANOVA result is significant ($F = 4.86$, $p < 0.01$), indicating that there are differences in ST perceptions across GPA groups.

Table 4.75 presents the results of multiple comparisons regarding English teacher candidates’ perceptions towards Alternative Assessment and Evaluation by GPA. For the “Supportive of Learning” factor, Tamhane’s post hoc test shows that candidates with a GPA of > 3.50 have significantly higher SL perceptions compared to those with a GPA of < 2.49 (mean difference = 0.81, $p < 0.01$) and those with a GPA of 3.00-3.49 (mean difference = 0.43, $p < 0.01$).

For the “Limitations” factor, Tukey’s post hoc test reveals that pre-service teachers with a GPA of 2.50-2.99 have significantly higher LIM perceptions compared to those with a GPA of 3.00-3.49 (mean difference = 0.42, $p < 0.01$) and those with a GPA of > 3.50 (mean difference = 0.51, $p < 0.01$).

For the “Supportive of Teaching” factor, Tamhane’s post hoc test indicates that pre-service teachers with a GPA of > 3.50 have significantly higher ST perceptions compared to those with a GPA of 2.50-2.99 (mean difference = 0.51, $p < 0.01$) and those with a GPA of 3.00-3.49 (mean difference = 0.52, $p < 0.01$).

In summary, the One-Way ANOVA results indicate significant differences in perceptions towards Learning Process Support, Alternative Assessment and Evaluation Methods Limitations, and Teaching Process Support across different GPA groups. The multiple comparisons further highlight specific significant differences between the GPA groups, with pre-service teachers having higher GPAs generally demonstrating more favorable perceptions towards Learning Process Support and Teaching Process Support, while perceptions of Limitations are higher among pre-service teachers with GPAs in the 2.50-2.99 range compared to other groups.

4.1.10. Pre-service English teachers’ opinions regarding their competence in Alternative Assessment and Evaluation according to the GPA

This section attempts to test the differences between pre-service English teachers opinions regarding their competence in alternative assessment and evaluation according to GPA. To test these differences, the chi-square test was used. The results are presented below.

Table 4.76: Results of Chi-Square test regarding the relationship between puzzle and GPA

		Puzzle					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	5	8.2%	7	6.7%	0.37	0.95
	2.50-2.99	17	27.9%	27	26.0%		
	3.00-3.49	27	44.3%	46	44.2%		
	>3.50	12	19.7%	24	23.1%		

1 cell (12.5%) have expected count less than 5. The minimum expected count is 4.44.

Table 4.76 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using puzzles and GPA. The chi-square value (χ^2) is 0.37 with a p-value of 0.95, indicating no statistically significant relationship between puzzle competency and GPA. Specifically, among students with a GPA below 2.49, 8.2% rated their puzzle competency as average or under, and 6.7% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 27.9% rated their puzzle competency as average or under, and 26.0% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 44.3% rated their puzzle competency as average or under, and 44.2% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 19.7% rated their puzzle competency as average or under, and 23.1% rated it as excellent or above average. These results suggest that puzzle competency does not significantly differ across different GPA levels.

Table 4.77: Results of Chi-Square test regarding the relationship between demonstration and GPA

		Demonstration					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	8	10.7%	4	4.4%	4.53	0.21
	2.50-2.99	23	30.7%	21	23.3%		
	3.00-3.49	31	41.3%	42	46.7%		
	>3.50	13	17.3%	23	25.6%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.45.

Table 4.77 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using demonstrations and GPA. The chi-square value (χ^2) is 4.53 with a p-value of 0.21, indicating no statistically significant relationship between demonstration competency and GPA. Specifically, among students with a GPA below 2.49, 10.7% rated their demonstration competency as average or under, and 4.4% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 30.7% rated their demonstration competency as average or under, and 23.3% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 41.3% rated their demonstration competency as average or under, and 46.7% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 17.3% rated their demonstration competency as average or under, and 25.6% rated it as excellent or above average. These results suggest that demonstration competency does not significantly differ across different GPA levels.

Table 4.78: Results of Chi-Square test regarding the relationship between written report and GPA

		Written Report					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	8	12.3%	4	4.0%	**8.54**	**0.03**
	2.50-2.99	19	29.2%	25	25.0%		
	3.00-3.49	30	46.2%	43	43.0%		
	>3.50	8	12.3%	28	28.0%		

1 cell (12.5%) have expected count less than 5. The minimum expected count is 4.73.

Table 4.78 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in writing reports and GPA. The chi-square value (χ^2) is 8.54 with a p-value of 0.03, indicating a statistically significant relationship between written report competency and GPA. Specifically, among students with a GPA below 2.49, 12.3% rated their written report competency as average or under, and 4.0% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 29.2% rated their written report competency as average or under, and 25.0% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 46.2% rated their written report competency as average or under, and 43.0% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 12.3% rated their written report competency as average or under, and 28.0% rated it as excellent or above average. These results suggest that there is a significant difference in written report competency across different GPA levels, with higher GPA students more likely to rate their competency as excellent or above average.

Table 4.79: Results of Chi-Square test regarding the relationship between worksheet and GPA

		Worksheet					
		Average or under		**Excellent or above average**			
		N	%	N	%	χ^2	**p**
GPA	<2.49	5	15.2%	7	5.3%	**8.71**	**0.03**
	2.50-2.99	9	27.3%	35	26.5%		
	3.00-3.49	17	51.5%	56	42.4%		
	>3.50	2	6.1%	34	25.8%		

1 cell (12.5%) have expected count less than 5. The minimum expected count is 2.40.

Table 4.79 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using worksheets and GPA. The chi-square value (χ^2) is 8.71 with a p-value of 0.03, indicating a statistically significant relationship between worksheet competency and GPA. Specifically, among students with a GPA below 2.49, 15.2% rated their worksheet competency as average or under, and 5.3% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 27.3% rated their worksheet competency as average or under, and 26.5% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 51.5% rated their worksheet competency as average or under, and 42.4% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 6.1% rated their worksheet competency as average or under, and 25.8% rated it as excellent or above average. These results suggest that there is a significant difference in worksheet competency across different GPA levels, with higher GPA students more likely to rate their competency as excellent or above average.

Table 4.80: Results of Chi-Square test regarding the relationship between term assignment and GPA

		Term Assignment					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	4	9.8%	8	6.5%	**12.51**	**0.01**
	2.50-2.99	12	29.3%	32	25.8%		
	3.00-3.49	24	58.5%	49	39.5%		
	>3.50	1	2.4%	35	28.2%		

1 cell (12.5%) have expected count less than 5. The minimum expected count is 2.98.

Table 4.80 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using term assignments and GPA. The chi-square value (χ^2) is 12.51 with a p-value of 0.01, indicating a statistically significant relationship between term assignment competency and GPA. Specifically, among students with a GPA below 2.49, 9.8% rated their term assignment competency as average or under, and 6.5% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 29.3% rated their term assignment competency as average or under, and 25.8% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 58.5% rated their term assignment competency as average or under, and 39.5% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 2.4% rated their term assignment competency as average or under, and 28.2% rated it as excellent or above average. These results suggest that there is a significant difference in term assignment competency across different GPA levels, with higher GPA students more likely to rate their competency as excellent or above average.

Table 4.81: Results of Chi-Square test regarding the relationship between matching and GPA

		Matching					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	5	14.7%	7	5.3%	**11.56**	**0.01**
	2.50-2.99	9	26.5%	35	26.7%		
	3.00-3.49	19	55.9%	54	41.2%		
	>3.50	1	2.9%	35	26.7%		

1 cell (12.5%) have expected count less than 5. The minimum expected count is 2.47.

Table 4.81 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using matching exercises and GPA. The chi-square value (χ^2) is 11.56 with a p-value of 0.01, indicating a statistically significant relationship between matching competency and GPA. Specifically, among students with a GPA below 2.49, 14.7% rated their matching competency as average or under, and 5.3% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 26.5% rated their matching competency as average or under, and 26.7% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 55.9% rated their matching competency as average or under, and 41.2% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 2.9% rated their matching competency as average or under, and 26.7% rated it as excellent or above average. These results suggest that there is a significant difference in matching competency across different GPA levels, with higher GPA students more likely to rate their competency as excellent or above average.

Table 4.82: Results of Chi-Square test regarding the relationship between peer assessment and GPA

		Peer Assessment					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	5	10.9%	7	5.9%	6.30	0.10
	2.50-2.99	11	23.9%	33	27.7%		
	3.00-3.49	25	54.3%	48	40.3%		
	>3.50	5	10.9%	31	26.1%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.35.

Table 4.82 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using peer assessment and GPA. The chi-square value (χ^2) is 6.30 with a p-value of 0.10, indicating no statistically significant relationship between peer assessment competency and GPA. Specifically, among students with a GPA below 2.49, 10.9% rated their peer assessment competency as average or under, and 5.9% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 23.9% rated their peer assessment competency as average or under, and 27.7% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 54.3% rated their peer assessment competency as average or under, and 40.3% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 10.9% rated their peer assessment competency as average or under, and 26.1% rated it as excellent or above average. These results suggest that peer assessment competency does not significantly differ across different GPA levels.

Table 4.83: Results of Chi-Square test regarding the relationship between group assessment and GPA

		Group Assessment					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	6	11.8%	6	5.3%	4.80	0.19
	2.50-2.99	11	21.6%	33	28.9%		
	3.00-3.49	26	51.0%	47	41.2%		
	>3.50	8	15.7%	28	24.6%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.71.

Table 4.83 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using group assessment and GPA. The chi-square value (χ^2) is 4.80 with a p-value of 0.19, indicating no statistically significant relationship between group assessment competency and GPA. Specifically, among students with a GPA below 2.49, 11.8% rated their group assessment competency as average or under, and 5.3% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 21.6% rated their group assessment competency as average or under, and 28.9% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 51.0% rated their group assessment competency as average or under, and 41.2% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 15.7% rated their group assessment competency as average or under, and 24.6% rated it as excellent or above average. These results suggest that group assessment competency does not significantly differ across different GPA levels.

Table 4.84: Results of Chi-Square test regarding the relationship between attitude scale and GPA

		Attitude Scale					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	7	10.3%	5	5.2%	6.76	0.08
	2.50-2.99	22	32.4%	22	22.7%		
	3.00-3.49	30	44.1%	43	44.3%		
	>3.50	9	13.2%	27	27.8%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 4.95.

Table 4.84 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using the attitude scales and GPA. The chi-square value (χ^2) is 6.76 with a p-value of 0.08, suggesting no statistically significant relationship between attitude scale and GPA. Specifically, among students with a GPA below 2.49, 10.3% rated their attitude as average or under, and 5.2% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 32.4% rated their attitude as average or under, and 22.7% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 44.1% rated their attitude as average or under, and 44.3% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 13.2% rated their attitude as average or under, and 27.8% rated it as excellent or above average. These results suggest that attitude scale competency does not significantly differ across different GPA levels.

Table 4.85: Results of Chi-Square test regarding the relationship between self-assessment and GPA

		Self-Assessment					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	6	14.6%	6	4.8%	**9.71**	**0.02**
	2.50-2.99	12	29.3%	32	25.8%		
	3.00-3.49	20	48.8%	53	42.7%		
	>3.50	3	7.3%	33	26.6%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 2.98.

Table 4.85 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using the self-assessments and GPA. The chi-square value (χ^2) is 9.71 with a p-value of 0.02, indicating a statistically significant relationship between self-assessment and GPA. Specifically, among students with a GPA below 2.49, 14.6% rated their self-assessment as average or under, and 4.8% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 29.3% rated their self-assessment as average or under, and 25.8% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 48.8% rated their self-assessment as average or under, and 42.7% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 7.3% rated their self-assessment as average or under, and 26.6% rated it as excellent or above average. These results suggest that there is a significant difference in self-assessment across different GPA levels, with higher GPA students more likely to rate their self-assessment as excellent or above average.

Table 4.86: Results of Chi-Square test regarding the relationship between learning disability assessment test and GPA

		Learning Disability Assessment Test					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**P**
GPA	<2.49	7	8.2%	5	6.3%	1.79	0.62
	2.50-2.99	19	22.4%	25	31.3%		
	3.00-3.49	39	45.9%	34	42.5%		
	>3.50	20	23.5%	16	20.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.82.

Table 4.86 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using learning disability assessment tests and GPA. The chi-square value (χ^2) is 1.79 with a p-value of 0.62, indicating no statistically significant relationship between the learning disability assessment test and GPA. Specifically, among students with a GPA below 2.49, 8.2% rated their competency on the assessment test as average or under, and 6.3% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 22.4% rated their competency as average or under, and 31.3% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 45.9% rated their competency as average or under, and 42.5% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 23.5% rated their competency as average or under, and 20.0% rated it as excellent or above average. These results suggest that learning disability assessment test competency does not significantly differ across different GPA levels.

Table 4.87: Results of Chi-Square test regarding the relationship between concept misconception test and GPA

		Concept Misconception Test					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	P
GPA	<2.49	5	5.2%	7	10.1%	3.23	0.34
	2.50-2.99	28	29.2%	16	23.2%		
	3.00-3.49	45	46.9%	28	40.6%		
	>3.50	18	18.8%	18	26.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.02.

Table 4.87 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using concept misconception test and GPA. The Chi-Square value (χ^2) is 3.23 with a p-value of 0.34, indicating no statistically significant relationship between concept misconception test competency and GPA. Specifically, among students with a GPA below 2.49, 5.2% rated their concept misconception test competency as average or under, and 10.1% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 29.2% rated their concept misconception test competency as average or under, and 23.2% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 46.9% rated their concept misconception test competency as average or under, and 40.6% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 18.8% rated their concept misconception test competency as average or under, and 26.1% rated it as excellent or above average. These results suggest that concept misconception test competency does not significantly differ across different GPA levels.

Table 4.88: Results of Chi-Square test regarding the relationship between matching and GPA

		Interview					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**P**
GPA	<2.49	6	6.7%	6	7.9%	**14.50**	**<0.001**
	2.50-2.99	22	24.7%	22	28.9%		
	3.00-3.49	50	56.2%	23	30.3%		
	>3.50	11	12.4%	25	32.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.53.

Table 4.88 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using matching and GPA. The Chi-Square value (χ^2) is 14.50 with a p-value of 0.001, indicating a statistically significant relationship between matching competency and GPA. Specifically, among students with a GPA below 2.49, 6.7% rated their matching competency as average or under, and 7.9% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 24.7% rated their matching competency as average or under, and 28.9% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 56.2% rated their matching competency as average or under, and 30.3% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 12.4% rated their matching competency as average or under, and 32.9% rated it as excellent or above average. These results suggest that matching competency significantly differs across different GPA levels, with higher GPA students more frequently rating their matching competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.89: Results of Chi-Square test regarding the relationship between long answer written exam and GPA

		Long Answer Written Exam					
		Average or under		Excellent or above average			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	6	9.8%	6	5.8%	**10.78**	**0.01**
	2.50-2.99	19	31.1%	25	24.0%		
	3.00-3.49	31	50.8%	42	40.4%		
	>3.50	5	8.2%	31	29.8%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 4.44.

Table 4.89 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using long answer written exams and GPA. The Chi-Square value (χ^2) is 10.78 with a p-value of 0.01, indicating a statistically significant relationship between long answer written exam competency and GPA. Specifically, among students with a GPA below 2.49, 9.8% rated their long answer written exam competency as average or under, and 5.8% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 31.1% rated their long answer written exam competency as average or under, and 24.0% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 50.8% rated their long answer written exam competency as average or under, and 40.4% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 8.2% rated their long answer written exam competency as average or under, and 29.8% rated it as excellent or above average. These results suggest that long answer written exam competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.90: Results of Chi-Square test regarding the relationship between short answer/fill-in-the-blank question and GPA

		Short Answer/Fill-in-the-Blank Question					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	6	14.0%	6	4.9%	6.61	0.08
	2.50-2.99	13	30.2%	31	25.4%		
	3.00-3.49	19	44.2%	54	44.3%		
	>3.50	5	11.6%	31	25.4%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.13.

Table 4.90 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using short answer/fill-in-the-blank questions and GPA. The Chi-Square value (χ^2) is 6.61 with a p-value of 0.08, indicating no statistically significant relationship between short answer/fill-in-the-blank question competency and GPA. Specifically, among students with a GPA below 2.49, 14.0% rated their short answer/fill-in-the-blank question competency as average or under, and 4.9% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 30.2% rated their short answer/fill-in-the-blank question competency as average or under, and 25.4% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 44.2% rated their short answer/fill-in-the-blank question competency as average or under, and 44.3% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 11.6% rated their short answer/fill-in-the-blank question competency as average or under, and 25.4% rated it as excellent or above average. These results suggest that short answer/fill-in-the-blank question competency does not significantly differ across different GPA levels.

Table 4.91: Results of Chi-Square test regarding the relationship between concept map and GPA

		Concept Map					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	5	8.3%	7	6.7%	4.84	0.18
	2.50-2.99	20	33.3%	24	22.9%		
	3.00-3.49	27	45.0%	46	43.8%		
	>3.50	8	13.3%	28	26.7%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 4.36.

Table 4.91 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using concept maps and GPA. The Chi-Square value (χ^2) is 4.84 with a p-value of 0.18, indicating no statistically significant relationship between concept map competency and GPA. Specifically, among students with a GPA below 2.49, 8.3% rated their concept map competency as average or under, and 6.7% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 33.3% rated their concept map competency as average or under, and 22.9% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 45.0% rated their concept map competency as average or under, and 43.8% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 13.3% rated their concept map competency as average or under, and 26.7% rated it as excellent or above average. These results suggest that concept map competency does not significantly differ across different GPA levels.

Table 4.92: Results of Chi-Square test regarding the relationship between performance task and GPA

		Performance Task					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	7	14.0%	5	4.3%	**14.94**	**<0.001**
	2.50-2.99	20	40.0%	24	20.9%		
	3.00-3.49	18	36.0%	55	47.8%		
	>3.50	5	10.0%	31	27.0%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.64.

Table 4.92 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using performance tasks and GPA. The Chi-Square value (χ^2) is 14.94 with a p-value of 0.00, indicating a statistically significant relationship between performance task competency and GPA. Specifically, among students with a GPA below 2.49, 14.0% rated their performance task competency as average or under, and 4.3% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 40.0% rated their performance task competency as average or under, and 20.9% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 36.0% rated their performance task competency as average or under, and 47.8% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 10.0% rated their performance task competency as average or under, and 27.0% rated it as excellent or above average. These results suggest that performance task competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.93: Results of Chi-Square test regarding the relationship between multiple choice test and GPA

		Multiple Choice Test					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	2	10.0%	10	6.9%	6.39	0.09
	2.50-2.99	7	35.0%	37	25.5%		
	3.00-3.49	11	55.0%	62	42.8%		
	>3.50	0	0.0%	36	24.8%		

2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.45.

Table 4.93 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using multiple choice tests and GPA. The Chi-Square value (χ^2) is 6.39 with a p-value of 0.09, indicating no statistically significant relationship between multiple choice test competency and GPA. Specifically, among students with a GPA below 2.49, 10.0% rated their multiple choice test competency as average or under, and 6.9% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 35.0% rated their multiple choice test competency as average or under, and 25.5% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 55.0% rated their multiple choice test competency as average or under, and 42.8% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 0.0% rated their multiple choice test competency as average or under, and 24.8% rated it as excellent or above average. These results suggest that multiple choice test competency does not significantly differ across different GPA levels.

Table 4.94: Results of Chi-Square test regarding the relationship between oral exam and GPA

		Oral Exam					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	4	9.5%	8	6.5%	**10.10**	**0.01**
	2.50-2.99	12	28.6%	32	26.0%		
	3.00-3.49	24	57.1%	49	39.8%		
	>3.50	2	4.8%	34	27.6%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.05.

Table 4.94 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using oral exams and GPA. The Chi-Square value (χ^2) is 10.10 with a p-value of 0.01, indicating a statistically significant relationship between oral exam competency and GPA. Specifically, among students with a GPA below 2.49, 9.5% rated their oral exam competency as average or under, and 6.5% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 28.6% rated their oral exam competency as average or under, and 26.0% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 57.1% rated their oral exam competency as average or under, and 39.8% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 4.8% rated their oral exam competency as average or under, and 27.6% rated it as excellent or above average. These results suggest that oral exam competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.95: Results of Chi-Square test regarding the relationship between project and GPA

		Project					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	3	6.0%	9	7.8%	**8.74**	**0.03**
	2.50-2.99	16	32.0%	28	24.3%		
	3.00-3.49	27	54.0%	46	40.0%		
	>3.50	4	8.0%	32	27.8%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.64.

Table 4.95 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using projects and GPA. The Chi-Square value (χ^2) is 8.74 with a p-value of 0.03, indicating a statistically significant relationship between project competency and GPA. Specifically, among students with a GPA below 2.49, 6.0% rated their project competency as average or under, and 7.8% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 32.0% rated their project competency as average or under, and 24.3% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 54.0% rated their project competency as average or under, and 40.0% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 8.0% rated their project competency as average or under, and 27.8% rated it as excellent or above average. These results suggest that project competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.96: Results of Chi-Square test regarding the relationship between true-false test and GPA

		True-False Test					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	4	15.4%	8	5.8%	**10.49**	**0.01**
	2.50-2.99	9	34.6%	35	25.2%		
	3.00-3.49	13	50.0%	60	43.2%		
	>3.50	0	0.0%	36	25.9%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 1.89.

Table 4.96 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using true-false tests and GPA. The Chi-Square value (χ^2) is 10.49 with a p-value of 0.01, indicating a statistically significant relationship between true-false test competency and GPA. Specifically, among students with a GPA below 2.49, 15.4% rated their true-false test competency as average or under, and 5.8% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 34.6% rated their true-false test competency as average or under, and 25.2% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 50.0% rated their true-false test competency as average or under, and 43.2% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 0.0% rated their true-false test competency as average or under, and 25.9% rated it as excellent or above average. These results suggest that true-false test competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.97: Results of Chi-Square test regarding the relationship between observation and GPA

		Observation					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	5	13.2%	7	5.5%	5.69	0.19
	2.50-2.99	12	31.6%	32	25.2%		
	3.00-3.49	17	44.7%	56	44.1%		
	>3.50	4	10.5%	32	25.2%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 2.76.

Table 4.97 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using observation and GPA. The Chi-Square value (χ^2) is 5.69 with a p-value of 0.19, indicating no statistically significant relationship between observation competency and GPA. Specifically, among students with a GPA below 2.49, 13.2% rated their observation competency as average or under, and 5.5% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 31.6% rated their observation competency as average or under, and 25.2% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 44.7% rated their observation competency as average or under, and 44.1% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 10.5% rated their observation competency as average or under, and 25.2% rated it as excellent or above average. These results suggest that observation competency does not significantly differ across different GPA levels.

Table 4.98: Results of Chi-Square test regarding the relationship between placement test and GPA

		Placement Test					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	6	13.6%	6	5.0%	**12.61**	**0.01**
	2.50-2.99	13	29.5%	31	25.6%		
	3.00-3.49	23	52.3%	50	41.3%		
	>3.50	2	4.5%	34	28.1%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.20.

Table 4.98 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in placement tests and GPA. The Chi-Square value (χ^2) is 12.61 with a p-value of 0.01, indicating a statistically significant relationship between placement test competency and GPA. Specifically, among students with a GPA below 2.49, 13.6% rated their placement test competency as average or under, and 5.0% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 29.5% rated their placement test competency as average or under, and 25.6% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 52.3% rated their placement test competency as average or under, and 41.3% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 4.5% rated their placement test competency as average or under, and 28.1% rated it as excellent or above average. These results suggest that placement test competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.99: Results of Chi-Square test regarding the relationship between process evaluation and GPA

		Process Evaluation					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	6	11.8%	6	5.3%	**9.62**	**0.02**
	2.50-2.99	15	29.4%	29	25.4%		
	3.00-3.49	26	51.0%	47	41.2%		
	>3.50	4	7.8%	32	28.1%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.71.

Table 4.99 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in process evaluations and GPA. The Chi-Square value (χ^2) is 9.62 with a p-value of 0.02, indicating a statistically significant relationship between process evaluation competency and GPA. Specifically, among students with a GPA below 2.49, 11.8% rated their process evaluation competency as average or under, and 5.3% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 29.4% rated their process evaluation competency as average or under, and 25.4% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 51.0% rated their process evaluation competency as average or under, and 41.2% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 7.8% rated their process evaluation competency as average or under, and 28.1% rated it as excellent or above average. These results suggest that process evaluation competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.100: Results of Chi-Square test regarding the relationship between checklist and GPA

		Checklist					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	6	9.0%	6	6.1%	6.72	0.08
	2.50-2.99	21	31.3%	23	23.5%		
	3.00-3.49	32	47.8%	41	41.8%		
	>3.50	8	11.9%	28	28.6%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 4.87.

Table 4.100 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using checklists and GPA. The Chi-Square value (χ^2) is 6.72 with a p-value of 0.08, indicating no statistically significant relationship between checklist competency and GPA. Specifically, among students with a GPA below 2.49, 9.0% rated their checklist competency as average or under, and 6.1% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 31.3% rated their checklist competency as average or under, and 23.5% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 47.8% rated their checklist competency as average or under, and 41.8% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 11.9% rated their checklist competency as average or under, and 28.6% rated it as excellent or above average. These results suggest that checklist competency does not significantly differ across different GPA levels.

Table 4.101: Results of Chi-Square test regarding the relationship between research paper and GPA

		Research Paper					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	8	12.5%	4	4.0%	6.22	0.10
	2.50-2.99	19	29.7%	25	24.8%		
	3.00-3.49	27	42.2%	46	45.5%		
	>3.50	10	15.6%	26	25.7%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 4.65.

Table 4.101 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using research papers and GPA. The Chi-Square value (χ^2) is 6.22 with a p-value of 0.10, indicating no statistically significant relationship between research paper competency and GPA. Specifically, among students with a GPA below 2.49, 12.5% rated their research paper competency as average or under, and 4.0% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 29.7% rated their research paper competency as average or under, and 24.8% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 42.2% rated their research paper competency as average or under, and 45.5% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 15.6% rated their research paper competency as average or under, and 25.7% rated it as excellent or above average. These results suggest that research paper competency does not significantly differ across different GPA levels.

Table 4.102: Results of Chi-Square test regarding the relationship between student portfolio and GPA

		Student Portfolio					
		Average or under		Excellent or above average			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	5	6.1%	7	8.4%	**8.18**	**0.04**
	2.50-2.99	23	28.0%	21	25.3%		
	3.00-3.49	43	52.4%	30	36.1%		
	>3.50	11	13.4%	25	30.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.96.

Table 4.102 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using student portfolios and GPA. The Chi-Square value (χ^2) is 8.18 with a p-value of 0.04, indicating a statistically significant relationship between student portfolio competency and GPA. Specifically, among students with a GPA below 2.49, 6.1% rated their student portfolio competency as average or under, and 8.4% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 28.0% rated their student portfolio competency as average or under, and 25.3% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 52.4% rated their student portfolio competency as average or under, and 36.1% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 13.4% rated their student portfolio competency as average or under, and 30.1% rated it as excellent or above average. These results suggest that student portfolio competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.103: Results of Chi-Square test regarding the relationship between rubric and GPA

		Rubric					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	7	7.4%	5	7.1%	2.74	0.433
	2.50-2.99	23	24.2%	21	30.0%		
	3.00-3.49	47	49.5%	26	37.1%		
	>3.50	18	18.9%	18	25.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.09.

Table 4.103 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using rubrics and GPA. The Chi-Square value (χ^2) is 2.74 with a p-value of 0.433, indicating no statistically significant relationship between rubric competency and GPA. Specifically, among students with a GPA below 2.49, 7.4% rated their rubric competency as average or under, and 7.1% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 24.2% rated their rubric competency as average or under, and 30.0% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 49.5% rated their rubric competency as average or under, and 37.1% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 18.9% rated their rubric competency as average or under, and 25.7% rated it as excellent or above average. These results suggest that rubric competency does not significantly differ across different GPA levels.

Table 4.104: Results of Chi-Square test regarding the relationship between presentation evaluation and GPA

		Presentation Evaluation					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	4	7.5%	8	7.1%	2.42	0.50
	2.50-2.99	14	26.4%	30	26.8%		
	3.00-3.49	27	50.9%	46	41.1%		
	>3.50	8	15.1%	28	25.0%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.85.

Table 4.104 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using presentation evaluations and GPA. The Chi-Square value (χ^2) is 2.42 with a p-value of 0.50, indicating no statistically significant relationship between presentation evaluation competency and GPA. Specifically, among students with a GPA below 2.49, 7.5% rated their presentation evaluation competency as average or under, and 7.1% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 26.4% rated their presentation evaluation competency as average or under, and 26.8% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 50.9% rated their presentation evaluation competency as average or under, and 41.1% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 15.1% rated their presentation evaluation competency as average or under, and 25.0% rated it as excellent or above average. These results suggest that presentation evaluation competency does not significantly differ across different GPA levels.

Table 4.105: Results of Chi-Square test regarding the relationship between structured grid and GPA

		Structured Grid					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	8	8.4%	4	5.7%	0.68	0.88
	2.50-2.99	24	25.3%	20	28.6%		
	3.00-3.49	43	45.3%	30	42.9%		
	>3.50	20	21.1%	16	22.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.09.

Table 4.105 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using structured grids and GPA. The Chi-Square value (χ^2) is 0.68 with a p-value of 0.88, indicating no statistically significant relationship between structured grid competency and GPA. Specifically, among students with a GPA below 2.49, 8.4% rated their structured grid competency as average or under, and 5.7% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 25.3% rated their structured grid competency as average or under, and 28.6% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 45.3% rated their structured grid competency as average or under, and 42.9% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 21.1% rated their structured grid competency as average or under, and 22.9% rated it as excellent or above average. These results suggest that structured grid competency does not significantly differ across different GPA levels.

Table 4.106: Results of Chi-Square test regarding the relationship between semantic analysis table and GPA

		Semantic Analysis Table					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	7	8.5%	5	6.0%	4.31	0.23
	2.50-2.99	21	25.6%	23	27.7%		
	3.00-3.49	41	50.0%	32	38.6%		
	>3.50	13	15.9%	23	27.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.96.

Table 4.106 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using semantic analysis tables and GPA. The Chi-Square value (χ^2) is 4.31 with a p-value of 0.23, indicating no statistically significant relationship between semantic analysis table competency and GPA. Specifically, among students with a GPA below 2.49, 8.5% rated their semantic analysis table competency as average or under, and 6.0% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 25.6% rated their semantic analysis table competency as average or under, and 27.7% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 50.0% rated their semantic analysis table competency as average or under, and 38.6% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 15.9% rated their semantic analysis table competency as average or under, and 27.7% rated it as excellent or above average. These results suggest that semantic analysis table competency does not significantly differ across different GPA levels.

Table 4.107: Results of Chi-Square test regarding the relationship between word association and GPA

		Word Association					
		Average or under		**Excellent or above average**			
		N	**%**	**N**	**%**	**χ^2**	**p**
GPA	<2.49	6	13.0%	6	5.0%	**8.87**	**0.03**
	2.50-2.99	12	26.1%	32	26.9%		
	3.00-3.49	24	52.2%	49	41.2%		
	>3.50	4	8.7%	32	26.9%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 3.35.

Table 4.107 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in word association and GPA. The Chi-Square value (χ^2) is 8.87 with a p-value of 0.03, indicating a statistically significant relationship between word association competency and GPA. Specifically, among students with a GPA below 2.49, 13.0% rated their word association competency as average or under, and 5.0% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 26.1% rated their word association competency as average or under, and 26.9% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 52.2% rated their word association competency as average or under, and 41.2% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 8.7% rated their word association competency as average or under, and 26.9% rated it as excellent or above average. These results suggest that word association competency significantly differs across different GPA levels, with higher GPA students more frequently rating their competency as excellent or above average, while students with lower GPAs more frequently rated their competency as average or under.

Table 4.108: Results of Chi-Square test regarding the relationship between mind map and GPA

		Mind Map					
		Average or under		Excellent or above average			
		N	%	N	%	χ^2	p
GPA	<2.49	7	12.3%	5	4.6%	5.52	0.14
	2.50-2.99	16	28.1%	28	25.9%		
	3.00-3.49	26	45.6%	47	43.5%		
	>3.50	8	14.0%	28	25.9%		

1 cell (12.5%) has expected count less than 5. The minimum expected count is 4.15.

Table 4.108 presents the results of the Chi-Square test examining the relationship between the competency of pre-service English teachers in using mind maps and GPA. The Chi-Square value (χ^2) is 5.52 with a p-value of 0.14, indicating no statistically significant relationship between mind map competency and GPA. Specifically, among students with a GPA below 2.49, 12.3% rated their mind map competency as average or under, and 4.6% rated it as excellent or above average. Among students with a GPA between 2.50 and 2.99, 28.1% rated their mind map competency as average or under, and 25.9% rated it as excellent or above average. Among students with a GPA between 3.00 and 3.49, 45.6% rated their mind map competency as average or under, and 43.5% rated it as excellent or above average. Lastly, among students with a GPA above 3.50, 14.0% rated their mind map competency as average or under, and 25.9% rated it as excellent or above average. These results suggest that mind map competency does not significantly differ across different GPA levels.

4.1.11. Pre-service English teachers' perceptions towards Alternative Assessment and Evaluation according to planning to take the PPSE

Table 4.109: Results of test-t regarding the differences in pre-service English teachers perceptions towards Alternative Assessment and Evaluation by planning to take PPSE

AAE	PPSE Enter	$\bar{x}$	SD	Levene Test	Sig.	t	Sig.
Supportive of Learning	Yes	3.76	0.76	0.08	0.78	1.45	0.15
	No	3.59	0.74				
Limitations	Yes	2.97	0.67	0.15	0.70	−0.28	0.78
	No	3.00	0.70				
Supportive of Teaching	Yes	3.79	0.76	0.18	0.67	1.43	0.15
	No	3.61	0.75				

Table 4.109 presents the results of the t-test examining the differences in pre-service English teachers perceptions towards Alternative Assessment and Evaluation based on their planning to take the Public Personnel Selection Examination (PPSE).

For the "Supportive of Learning" factor, pre-service teachers planning to take the PPSE have a mean score ($\bar{x}$) of 3.76 with a standard deviation (SD) of 0.76, while those not planning to take the PPSE have a mean score of 3.59 with a standard deviation of 0.74. Levene's test for equality of variances is not significant ($F = 0.08$, $p > 0.05$), indicating that variances are equal. The t-test result ($t = 1.45$, $p > 0.05$) shows no significant difference between the two groups.

For the "Limitations" factor, pre-service teachers planning to take the PPSE have a mean score of 2.97 (SD = 0.67), while those not planning to take the PPSE have a mean score of 3.00 (SD = 0.70). Levene's test is not significant ($F = 0.15$, $p > 0.05$), indicating equal variances. The t-test result ($t = -0.28$, $p > 0.05$) shows no significant difference between the two groups.

For the "Supportive of Teaching" factor, pre-service teachers planning to take the PPSE have a mean score of 3.79 (SD = 0.76), while those not planning to take the PPSE

have a mean score of 3.61 (SD = 0.75). Levene's test is not significant (F = 0.18, p > 0.05), indicating equal variances. The t-test result (t = 1.43, p > 0.05) shows no significant difference between the two groups.

In summary, the t-test results indicate that there are no significant differences in perceptions towards Learning Process Support, Alternative Assessment and Evaluation Methods Limitations, and Teaching Process Support between English teacher candidates who are planning to take the PPSE and those who are not.

4.1.12. Pre-service English teachers' opinions regarding their competence in Alternative Assessment and Evaluation according to planning to take the PPSE

This section attempts to test the differences between pre-service English teachers opinions regarding their competence in alternative assessment and evaluation according to Public Personnel Selection Exam (PPSE). To test these differences, the chi-square test was used. The results are presented below.

Table 4.110: Results of Chi-Square test regarding the relationship between puzzle and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Puzzle	Average or under	41	39.4%	20	32.8%	2.66	0.26
	Above average	43	41.3%	33	54.1%		
	Excellent	20	19.2%	8	13.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.35.

Table 4.110 presents the results of the Chi-Square test examining the relationship between puzzle competency and plans to enter the PPSE (Public Personnel Selection Examination). The Chi-Square value (χ^2) is 2.66 with a p-value of 0.26, indicating no statistically significant relationship between puzzle competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 39.4% rated their puzzle

competency as average or under, 41.3% as above average, and 19.2% as excellent. Among those not planning to enter the PPSE, 32.8% rated their puzzle competency as average or under, 54.1% as above average, and 13.1% as excellent. These results suggest that there is no significant difference in puzzle competency between those planning to enter the PPSE and those who are not.

Table 4.111: Results of Chi-Square test regarding the relationship between demonstration and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Demonstration	Average or under	49	47.1%	26	42.6%	0.94	0.63
	Above average	40	38.5%	28	45.9%		
	Excellent	15	14.4%	7	11.5%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.13.

Table 4.111 presents the results of the Chi-Square test examining the relationship between demonstration competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.94 with a p-value of 0.63, indicating no statistically significant relationship between demonstration competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 47.1% rated their demonstration competency as average or under, 38.5% as above average, and 14.4% as excellent. Among those not planning to enter the PPSE, 42.6% rated their demonstration competency as average or under, 45.9% as above average, and 11.5% as excellent. These results suggest that there is no significant difference in demonstration competency between those planning to enter the PPSE and those who are not.

Table 4.112: Results of Chi-Square test regarding the relationship between written report and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Written Report	Average or under	42	40.4%	23	37.7%	0.12	0.94
	Above average	49	47.1%	30	49.2%		
	Excellent	13	12.5%	8	13.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.76.

Table 4.112 presents the results of the Chi-Square test examining the relationship between written report competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.12 with a p-value of 0.94, indicating no statistically significant relationship between written report competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 40.4% rated their written report competency as average or under, 47.1% as above average, and 12.5% as excellent. Among those not planning to enter the PPSE, 37.7% rated their written report competency as average or under, 49.2% as above average, and 13.1% as excellent. These results suggest that there is no significant difference in written report competency between those planning to enter the PPSE and those who are not.

Table 4.113: Results of Chi-Square test regarding the relationship between worksheet and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Worksheet	Average or under	22	21.2%	11	18.0%	0.39	0.82
	Above average	53	51.0%	34	55.7%		
	Excellent	29	27.9%	16	26.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.20.

Table 4.113 presents the results of the Chi-Square test examining the relationship between worksheet competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.39 with a p-value of 0.82, indicating no statistically significant relationship between worksheet competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 21.2% rated their worksheet competency as average or under, 51.0% as above average, and 27.9% as excellent. Among those not planning to enter the PPSE, 18.0% rated their worksheet competency as average or under, 55.7% as above average, and 26.2% as excellent. These results suggest that there is no significant difference in worksheet competency between those planning to enter the PPSE and those who are not.

Table 4.114: Results of Chi-Square test regarding the relationship between term assignment and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Term Assignment	Average or under	27	26.0%	14	23.0%	1.27	0.53
	Above average	47	45.2%	33	54.1%		
	Excellent	30	28.8%	14	23.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.16.

Table 4.114 presents the results of the Chi-Square test examining the relationship between term assignment competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.27 with a p-value of 0.53, indicating no statistically significant relationship between term assignment competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 26.0% rated their term assignment competency as average or under, 45.2% as above average, and 28.8% as excellent. Among those not planning to enter the PPSE, 23.0% rated their term assignment competency as average or under, 54.1% as above average, and 23.0% as excellent. These results suggest that there is no significant difference in term assignment competency between those planning to enter the PPSE and those who are not.

Table 4.115: Results of Chi-Square test regarding the relationship between matching and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Matching	Average or under	19	18.3%	15	24.6%	0.95	0.62
	Above average	45	43.3%	24	39.3%		
	Excellent	40	38.5%	22	36.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.57.

Table 4.115 presents the results of the Chi-Square test examining the relationship between matching competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.95 with a p-value of 0.62, indicating no statistically significant relationship between matching competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 18.3% rated their matching competency as average or under, 43.3% as above average, and 38.5% as excellent. Among those not planning to enter the PPSE, 24.6% rated their matching competency as average or under, 39.3% as above average, and 36.1% as excellent. These results suggest that there is no significant difference in matching competency between those planning to enter the PPSE and those who are not.

Table 4.116: Results of Chi-Square test regarding the relationship between peer assessment and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Peer	Average or under	29	27.9%	17	27.9%	0.24	0.89
Assessment	Above average	51	49.0%	28	45.9%		
	Excellent	24	23.1%	16	26.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.79.

Table 4.116 presents the results of the Chi-Square test examining the relationship between peer assessment competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.24 with a p-value of 0.89, indicating no statistically significant relationship between peer assessment competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 27.9% rated their peer assessment competency as average or under, 49.0% as above average, and 23.1% as excellent. Among those not planning to enter the PPSE, 27.9% rated their peer assessment competency as average or under, 45.9% as above average, and 26.2% as excellent. These results suggest that there is no significant difference in peer assessment competency between those planning to enter the PPSE and those who are not.

Table 4.117: Results of Chi-Square test regarding the relationship between group assessment and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Group Assessment	Average or under	30	28.8%	21	34.4%	1.23	0.54
	Above average	48	46.2%	29	47.5%		
	Excellent	26	25.0%	11	18.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.68.

Table 4.117 presents the results of the Chi-Square test examining the relationship between group assessment competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.23 with a p-value of 0.54, indicating no statistically significant relationship between group assessment competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 28.8% rated their group assessment competency as average or under, 46.2% as above average, and 25.0% as excellent. Among those not planning to enter the PPSE, 34.4% rated their group assessment competency as average or under, 47.5% as above average, and 18.0% as excellent. These results suggest that there

is no significant difference in group assessment competency between those planning to enter the PPSE and those who are not.

Table 4.118: Results of Chi-Square test regarding the relationship between attitude scale and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Attitude Scale	Average or under	38	36.5%	30	49.2%	2.65	0.27
	Above average	47	45.2%	21	34.4%		
	Excellent	19	18.3%	10	16.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.72.

Table 4.118 presents the results of the Chi-Square test examining the relationship between attitude scale competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 2.65 with a p-value of 0.27, indicating no statistically significant relationship between attitude scale competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 36.5% rated their attitude scale competency as average or under, 45.2% as above average, and 18.3% as excellent. Among those not planning to enter the PPSE, 49.2% rated their attitude scale competency as average or under, 34.4% as above average, and 16.4% as excellent. These results suggest that there is no significant difference in attitude scale competency between those planning to enter the PPSE and those who are not.

Table 4.119: Results of Chi-Square test regarding the relationship between self-assessment and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Self-Assessment	Average or under	21	20.2%	20	32.8%	3.94	0.14
	Above average	44	42.3%	25	41.0%		
	Excellent	39	37.5%	16	26.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.16.

Table 4.119 presents the results of the Chi-Square test examining the relationship between self-assessment competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 3.94 with a p-value of 0.14, indicating no statistically significant relationship between self-assessment competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 20.2% rated their self-assessment competency as average or under, 42.3% as above average, and 37.5% as excellent. Among those not planning to enter the PPSE, 32.8% rated their self-assessment competency as average or under, 41.0% as above average, and 26.2% as excellent. These results suggest that there is no significant difference in self-assessment competency between those planning to enter the PPSE and those who are not.

Table 4.120: Results of Chi-Square test regarding the relationship between learning disability assessment test and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Learning Disability Assessment Test	Average or under	55	52.9%	30	49.2%	0.64	0.72
	Above average	33	31.7%	23	37.7%		
	Excellent	16	15.4%	8	13.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.87.

Table 4.120 presents the results of the Chi-Square test examining the relationship between learning disability assessment test competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.64 with a p-value of 0.72, indicating no statistically significant relationship between learning disability assessment test competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 52.9% rated their learning disability assessment test competency as average or under, 31.7% as above average, and 15.4% as excellent. Among those not planning to enter the PPSE, 49.2% rated their learning disability assessment test competency as average or under, 37.7% as above average, and 13.1% as excellent. These results suggest that there is no significant

difference in learning disability assessment test competency between those planning to enter the PPSE and those who are not.

Table 4.121: Results of Chi-Square test regarding the relationship between concept misconception test and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Concept Misconception Test	Average or under	62	59.6%	34	55.7%	0.53	0.77
	Above average	32	30.8%	19	31.1%		
	Excellent	10	9.6%	8	13.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.65.

Table 4.121 presents the results of the Chi-Square test examining the relationship between concept misconception test competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.53 with a p-value of 0.77, indicating no statistically significant relationship between concept misconception test competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 59.6% rated their concept misconception test competency as average or under, 30.8% as above average, and 9.6% as excellent. Among those not planning to enter the PPSE, 55.7% rated their concept misconception test competency as average or under, 31.1% as above average, and 13.1% as excellent. These results suggest that there is no significant difference in concept misconception test competency between those planning to enter the PPSE and those who are not.

Table 4.122: Results of Chi-Square test regarding the relationship between interview and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Interview	Average or under	58	55.8%	31	50.8%	1.06	0.60
	Above average	36	34.6%	21	34.4%		
	Excellent	10	9.6%	9	14.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.02.

Table 4.122 presents the results of the Chi-Square test examining the relationship between interview competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.06 with a p-value of 0.60, indicating no statistically significant relationship between interview competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 55.8% rated their interview competency as average or under, 34.6% as above average, and 9.6% as excellent. Among those not planning to enter the PPSE, 50.8% rated their interview competency as average or under, 34.4% as above average, and 14.8% as excellent. These results suggest that there is no significant difference in interview competency between those planning to enter the PPSE and those who are not.

Table 4.123: Results of Chi-Square test regarding the relationship between long answer written exam and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Long Answer Written Exam	Average or under	38	36.5%	23	37.7%	3.17	0.20
	Above average	39	37.5%	29	47.5%		
	Excellent	27	26.0%	9	14.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.31.

Table 4.123 presents the results of the Chi-Square test examining the relationship between long answer written exam competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 3.17 with a p-value of 0.20, indicating no statistically significant

relationship between long answer written exam competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 36.5% rated their long answer written exam competency as average or under, 37.5% as above average, and 26.0% as excellent. Among those not planning to enter the PPSE, 37.7% rated their long answer written exam competency as average or under, 47.5% as above average, and 14.8% as excellent. These results suggest that there is no significant difference in long answer written exam competency between those planning to enter the PPSE and those who are not.

Table 4.124: Results of Chi-Square test regarding the relationship between short answer/fill-in-the-blank question and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Short Answer/Fill-in-the-Blank Question	Average or under	27	26.0%	16	26.2%	1.72	0.42
	Above average	35	33.7%	26	42.6%		
	Excellent	42	40.4%	19	31.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.90.

Table 4.124 presents the results of the Chi-Square test examining the relationship between short answer/fill-in-the-blank question competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.72 with a p-value of 0.42, indicating no statistically significant relationship between short answer/fill-in-the-blank question competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 26.0% rated their competency in short answer/fill-in-the-blank questions as average or under, 33.7% as above average, and 40.4% as excellent. Among those not planning to enter the PPSE, 26.2% rated their competency as average or under, 42.6% as above average, and 31.1% as excellent. These results suggest that there is no significant difference in short

answer/fill-in-the-blank question competency between those planning to enter the PPSE and those who are not.

Table 4.125: Results of Chi-Square test regarding the relationship between concept map and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Concept Map	Average or under	36	34.6%	24	39.3%	0.70	0.71
	Above average	44	42.3%	26	42.6%		
	Excellent	24	23.1%	11	18.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.94.

Table 4.125 presents the results of the Chi-Square test examining the relationship between concept map competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.70 with a p-value of 0.71, indicating no statistically significant relationship between concept map competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 34.6% rated their concept map competency as average or under, 42.3% as above average, and 23.1% as excellent. Among those not planning to enter the PPSE, 39.3% rated their concept map competency as average or under, 42.6% as above average, and 18.0% as excellent. These results suggest that there is no significant difference in concept map competency between those planning to enter the PPSE and those who are not.

Table 4.126: Results of Chi-Square test regarding the relationship between performance task and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Performance Task	Average or under	29	27.9%	21	34.4%	1.38	0.50
	Above average	51	49.0%	30	49.2%		
	Excellent	24	23.1%	10	16.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.57.

Table 4.126 presents the results of the Chi-Square test examining the relationship between performance task competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.38 with a p-value of 0.50, indicating no statistically significant relationship between performance task competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 27.9% rated their performance task competency as average or under, 49.0% as above average, and 23.1% as excellent. Among those not planning to enter the PPSE, 34.4% rated their performance task competency as average or under, 49.2% as above average, and 16.4% as excellent. These results suggest that there is no significant difference in performance task competency between those planning to enter the PPSE and those who are not.

Table 4.127: Results of Chi-Square test regarding the relationship between multiple choice test and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Multiple Choice Test	Average or under	13	12.5%	7	11.5%	2.37	0.31
	Above average	37	35.6%	29	47.5%		
	Excellent	54	51.9%	25	41.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.39.

Table 4.127 presents the results of the Chi-Square test examining the relationship between multiple choice test competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 2.37 with a p-value of 0.31, indicating no statistically significant relationship between multiple choice test competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 12.5% rated their multiple choice test competency as average or under, 35.6% as above average, and 51.9% as excellent. Among those not planning to enter the PPSE, 11.5% rated their competency as average or under, 47.5% as above average, and 41.0% as excellent. These results suggest that there is no significant

difference in multiple choice test competency between those planning to enter the PPSE and those who are not.

Table 4.128: Results of Chi-Square test regarding the relationship between oral exam and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Oral Exam	Average or under	20	19.2%	22	36.1%	5.78	0.06
	Above average	46	44.2%	22	36.1%		
	Excellent	38	36.5%	17	27.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.53.

Table 4.128 presents the results of the Chi-Square test examining the relationship between oral exam competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 5.78 with a p-value of 0.06, indicating a marginally non-significant relationship between oral exam competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 19.2% rated their oral exam competency as average or under, 44.2% as above average, and 36.5% as excellent. Among those not planning to enter the PPSE, 36.1% rated their competency as average or under, 36.1% as above average, and 27.9% as excellent. These results suggest a trend where those planning to enter the PPSE tend to rate their oral exam competency higher than those not planning to enter, although the relationship is not statistically significant at the 0.05 level.

Table 4.129: Results of Chi-Square test regarding the relationship between project and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Project	Average or under	30	28.8%	20	32.8%	0.28	0.87
	Above average	47	45.2%	26	42.6%		
	Excellent	27	26.0%	15	24.6%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.53.

Table 4.129 presents the results of the Chi-Square test examining the relationship between project competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.28 with a p-value of 0.87, indicating no statistically significant relationship between project competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 28.8% rated their project competency as average or under, 45.2% as above average, and 26.0% as excellent. Among those not planning to enter the PPSE, 32.8% rated their project competency as average or under, 42.6% as above average, and 24.6% as excellent. These results suggest that there is no significant difference in project competency between those planning to enter the PPSE and those who are not.

Table 4.130: Results of Chi-Square test regarding the relationship between true-false test and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
True-False Test	Average or under	18	17.3%	8	13.1%	1.47	0.48
	Above average	43	41.3%	31	50.8%		
	Excellent	43	41.3%	22	36.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.61.

Table 4.130 presents the results of the Chi-Square test examining the relationship between true-false test competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.47 with a p-value of 0.48, indicating no statistically significant relationship between true-false test competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 17.3% rated their true-false test competency as average or under, 41.3% as above average, and 41.3% as excellent. Among those not planning to enter the PPSE, 13.1% rated their true-false test competency as average or under, 50.8% as above average, and 36.1% as excellent. These results suggest that there is no significant difference in true-false test competency between those planning to enter the PPSE and those who are not.

Table 4.131: Results of Chi-Square test regarding the relationship between observation and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Observation	Average or under	21	20.2%	17	27.9%	1.73	0.42
	Above average	40	38.5%	24	39.3%		
	Excellent	43	41.3%	20	32.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.05.

Table 4.131 presents the results of the Chi-Square test examining the relationship between observation competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.73 with a p-value of 0.42, indicating no statistically significant relationship between observation competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 20.2% rated their observation competency as average or under, 38.5% as above average, and 41.3% as excellent. Among those not planning to enter the PPSE, 27.9% rated their observation competency as average or under, 39.3% as above average, and 32.8% as excellent. These results suggest that there is no significant difference in observation competency between those planning to enter the PPSE and those who are not.

Table 4.132: Results of Chi-Square test regarding the relationship between placement test and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Placement Test	Average or under	29	27.9%	15	24.6%	1.23	0.54
	Above average	42	40.4%	30	49.2%		
	Excellent	33	31.7%	16	26.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.27.

Table 4.132 presents the results of the Chi-Square test examining the relationship between placement test competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.23 with a p-value of 0.54, indicating no statistically significant relationship between placement test competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 27.9% rated their placement test competency as average or under, 40.4% as above average, and 31.7% as excellent. Among those not planning to enter the PPSE, 24.6% rated their placement test competency as average or under, 49.2% as above average, and 26.2% as excellent. These results suggest that there is no significant difference in placement test competency between those planning to enter the PPSE and those who are not.

Table 4.133: Results of Chi-Square test regarding the relationship between process evaluation and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Process Evaluation	Average or under	27	26.0%	24	39.3%	**7.33**	**0.03**
	Above average	45	43.3%	29	47.5%		
	Excellent	32	30.8%	8	13.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.79.

Table 4.133 presents the results of the Chi-Square test examining the relationship between process evaluation competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 7.33 with a p-value of 0.03, indicating a statistically significant relationship between process evaluation competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 26.0% rated their process evaluation competency as average or under, 43.3% as above average, and 30.8% as excellent. Among those not planning to enter the PPSE, 39.3% rated their process evaluation competency as average or under, 47.5% as above average, and 13.1% as excellent**.** These results suggest that those

planning to enter the PPSE are more likely to rate their process evaluation competency higher than those not planning to enter.

Table 4.134: Results of Chi-Square test regarding the relationship between checklist and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Checklist	Average or under	41	39.4%	26	42.6%	3.47	0.18
	Above average	35	33.7%	26	42.6%		
	Excellent	28	26.9%	9	14.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.68.

Table 4.134 presents the results of the Chi-Square test examining the relationship between checklist competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 3.47 with a p-value of 0.18, indicating no statistically significant relationship between checklist competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 39.4% rated their checklist competency as average or under, 33.7% as above average, and 26.9% as excellent. Among those not planning to enter the PPSE, 42.6% rated their checklist competency as average or under, 42.6% as above average, and 14.8% as excellent. These results suggest that there is no significant difference in checklist competency between those planning to enter the PPSE and those who are not.

Table 4.135: Results of Chi-Square test regarding the relationship between research paper and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Research	Average or under	38	36.5%	26	42.6%	1.00	0.61
Paper	Above average	41	39.4%	24	39.3%		
	Excellent	25	24.0%	11	18.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.31.

Table 4.135 presents the results of the Chi-Square test examining the relationship between research paper competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.00 with a p-value of 0.61, indicating no statistically significant relationship between research paper competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 36.5% rated their research paper competency as average or under, 39.4% as above average, and 24.0% as excellent. Among those not planning to enter the PPSE, 42.6% rated their research paper competency as average or under, 39.3% as above average, and 18.0% as excellent. These results suggest that there is no significant difference in research paper competency between those planning to enter the PPSE and those who are not.

Table 4.136: Results of Chi-Square test regarding the relationship between student portfolio and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Student Portfolio	Average or under	47	45.2%	35	57.4%	2.28	0.32
	Above average	37	35.6%	17	27.9%		
	Excellent	20	19.2%	9	14.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.72.

Table 4.136 presents the results of the Chi-Square test examining the relationship between student portfolio competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 2.28 with a p-value of 0.32, indicating no statistically significant relationship between student portfolio competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 45.2% rated their student portfolio competency as average or under, 35.6% as above average, and 19.2% as excellent. Among those not planning to enter the PPSE, 57.4% rated their student portfolio competency as average or under, 27.9% as above average, and 14.8% as excellent. These results suggest that there

is no significant difference in student portfolio competency between those planning to enter the PPSE and those who are not.

Table 4.137: Results of Chi-Square test regarding the relationship between rubric and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Rubric	Average or under	62	59.6%	33	54.1%	1.99	0.37
	Above average	24	23.1%	20	32.8%		
	Excellent	18	17.3%	8	13.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.61.

Table 4.137 presents the results of the Chi-Square test examining the relationship between rubric competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 1.99 with a p-value of 0.37, indicating no statistically significant relationship between rubric competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 59.6% rated their rubric competency as average or under, 23.1% as above average, and 17.3% as excellent. Among those not planning to enter the PPSE, 54.1% rated their rubric competency as average or under, 32.8% as above average, and 13.1% as excellent. These results suggest that there is no significant difference in rubric competency between those planning to enter the PPSE and those who are not.

Table 4.138: Results of Chi-Square test regarding the relationship between presentation evaluation and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Presentation Evaluation	Average or under	32	30.8%	21	34.4%	2.42	0.30
	Above average	44	42.3%	30	49.2%		
	Excellent	28	26.9%	10	16.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.05.

Table 4.138 presents the results of the Chi-Square test examining the relationship between presentation evaluation competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 2.42 with a p-value of 0.30, indicating no statistically significant relationship between presentation evaluation competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 30.8% rated their presentation evaluation competency as average or under, 42.3% as above average, and 26.9% as excellent. Among those not planning to enter the PPSE, 34.4% rated their presentation evaluation competency as average or under, 49.2% as above average, and 16.4% as excellent. These results suggest that there is no significant difference in presentation evaluation competency between those planning to enter the PPSE and those who are not.

Table 4.139: Results of Chi-Square test regarding the relationship between structured grid and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Structured Grid	Average or under	59	56.7%	36	59.0%	0.46	0.79
	Above average	33	31.7%	20	32.8%		
	Excellent	12	11.5%	5	8.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.28.

Table 4.139 presents the results of the Chi-Square test examining the relationship between structured grid competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.46 with a p-value of 0.79, indicating no statistically significant relationship between structured grid competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 56.7% rated their structured grid competency as average or under, 31.7% as above average, and 11.5% as excellent. Among those not planning to enter the PPSE, 59.0% rated their structured grid competency as average or under, 32.8% as above average, and 8.2% as excellent. These results suggest that there is no significant

difference in structured grid competency between those planning to enter the PPSE and those who are not.

Table 4.140: Results of Chi-Square test regarding the relationship between semantic analysis table and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Semantic Analysis Table	Average or under	50	48.1%	32	52.5%	0.30	0.86
	Above average	39	37.5%	21	34.4%		
	Excellent	15	14.4%	8	13.1%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.50.

Table 4.140 presents the results of the Chi-Square test examining the relationship between semantic analysis table competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 0.30 with a p-value of 0.86, indicating no statistically significant relationship between semantic analysis table competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 48.1% rated their semantic analysis table competency as average or under, 37.5% as above average, and 14.4% as excellent. Among those not planning to enter the PPSE, 52.5% rated their semantic analysis table competency as average or under, 34.4% as above average, and 13.1% as excellent. These results suggest that there is no significant difference in semantic analysis table competency between those planning to enter the PPSE and those who are not.

Table 4.141: Results of Chi-Square test regarding the relationship between word association and PPSE Entrance

		PPSE Entrance					
		Yes		No			
		N	%	N	%	χ^2	P
Word Association	Average or under	25	24.0%	21	34.4%	2.62	0.27
	Above average	53	51.0%	24	39.3%		
	Excellent	26	25.0%	16	26.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.53.

Table 4.141 presents the results of the Chi-Square test examining the relationship between word association competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 2.62 with a p-value of 0.27, indicating no statistically significant relationship between word association competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 24.0% rated their word association competency as average or under, 51.0% as above average, and 25.0% as excellent. Among those not planning to enter the PPSE, 34.4% rated their word association competency as average or under, 39.3% as above average, and 26.2% as excellent. These results suggest that there is no significant difference in word association competency between those planning to enter the PPSE and those who are not.

Table 4.142: Results of Chi-Square test regarding the relationship between observation and PPSE Entrance

		PPSE Entrance					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Mind Map	Average or under	31	29.8%	26	42.6%	2.89	0.24
	Above average	42	40.4%	19	31.1%		
	Excellent	31	29.8%	16	26.2%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.38.

Table 4.142 presents the results of the Chi-Square test examining the relationship between mind map competency and plans to enter the PPSE. The Chi-Square value (χ^2) is 2.89 with a p-value of 0.24, indicating no statistically significant relationship between mind map competency and plans to enter the PPSE. Specifically, among those planning to enter the PPSE, 29.8% rated their mind map competency as average or under, 40.4% as above average, and 29.8% as excellent. Among those not planning to enter the PPSE, 42.6% rated their mind map competency as average or under, 31.1% as above average,

and 26.2% as excellent. These results suggest that there is no significant difference in mind map competency between those planning to enter the PPSE and those who are not.

4.1.13. Pre-service English teachers' perceptions towards Alternative Assessment and Evaluation according to the planning to become a teacher

Table 4.143: Results of t-test regarding the differences in Pre-service English teachers' perceptions towards Alternative Assessment and Evaluation by planning to become a teacher

AAE	Being Teacher After Grad	Mean	Std. Deviation	Levene Test	Sig.	t	Sig.
Supportive of Learning	Yes	3.82	0.65	3.75	0.05	**4.34**	**<0.001**
	No	3.22	0.92				
Limitations	Yes	2.98	0.66	1.26	0.26	−0.32	0.78
	No	3.02	0.76				
Supportive of Teaching	Yes	3.82	0.68	2.74	0.10	**3.68**	**<0.001**
	No	3.31	0.90				

Table 4.143 presents the results of a t-test examining the differences in English teacher candidates' perceptions towards Alternative Assessment and Evaluation based on their plans to become a teacher after graduation. <

For the "Supportive of Learning" factor, candidates planning to become a teacher have a mean score ($\bar{x}$) of 3.82 with a standard deviation (SD) of 0.65, while those not planning to become a teacher have a mean score of 3.22 with a standard deviation of 0.92. Levene's test for equality of variances is marginally significant ($F = 3.75$, $p = 0.05$), indicating that variances are not equal. Therefore, the t-test result using the assumption of unequal variances ($t = 4.34$, $p < 0.01$) shows a significant difference between the two groups, with those planning to become a teacher scoring higher.

For the “Limitations” factor, candidates planning to become a teacher have a mean score of 2.98 (SD = 0.66), while those not planning to become a teacher have a mean score of 3.02 (SD = 0.76). Levene’s test is not significant ($F = 1.26$, $p > 0.05$), indicating equal variances. The t-test result ($t = -0.32$, $p > 0.05$) shows no significant difference between the two groups.

For the “Supportive of Teaching” factor, pre-service teachers planning to become a teacher have a mean score of 3.82 (SD = 0.68), while those not planning to become a teacher have a mean score of 3.31 (SD = 0.90). Levene’s test is not significant ($F = 2.74$, $p > 0.05$), indicating equal variances. The t-test result ($t = 3.68$, $p < 0.01$) shows a significant difference between the two groups, with those planning to become a teacher scoring higher.

In summary, the t-test results indicate that pre-service English teachers who are planning to become teachers after graduation have significantly higher perceptions of Learning Process Support and Teaching Process Support compared to those who are not planning to become teachers. There is no significant difference in perceptions of Alternative Assessment and Evaluation Methods Limitations between the two groups. The t-test results for Learning Process Support were calculated using the t-values for unequal variances, as indicated by the significant Levene’s test, demonstrating that variance homogeneity was not achieved for this item.

4.1.14. Pre-service English teachers' opinions regarding their competence in Alternative Assessment and Evaluation according to the planning to become a teacher

This section attempts to test the differences between pre-service English teachers opinions regarding their competence in alternative assessment and evaluation according to the planning to become a teacher. To test these differences, the chi-square test was used. The results are presented below.

Table 4.144: Results of Chi-Square test regarding the relationship between puzzle and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Puzzle	Average or under	47	35.9%	14	41.2%	0.90	0.64
	Above average	60	45.8%	16	47.1%		
	Excellent	24	18.3%	4	11.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.77.

Table 4.144 presents the results of the Chi-Square test examining the relationship between puzzle competency and planning to become a teacher. The Chi-Square value (χ^2) is 0.90 with a p-value of 0.64, indicating no statistically significant relationship between puzzle competency and planning to become a teacher. Specifically, among those planning to become a teacher, 35.9% rated their puzzle competency as average or under, 45.8% as above average, and 18.3% as excellent. Among those not planning to become a teacher, 41.2% rated their puzzle competency as average or under, 47.1% as above average, and 11.8% as excellent. These results suggest that there is no significant difference in puzzle competency between those planning to become a teacher and those who are not.

Table 4.145: Results of Chi-Square test regarding the relationship between demonstration and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Demonstration	Average or under	57	43.5%	18	52.9%	2.31	0.31
	Above average	54	41.2%	14	41.2%		
	Excellent	20	15.3%	2	5.9%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 4.53.

Table 4.145 presents the results of the Chi-Square test examining the relationship between demonstration competency and planning to become a teacher. The Chi-Square value (χ^2) is 2.31 with a p-value of 0.31, indicating no statistically significant relationship between demonstration competency and planning to become a teacher. Specifically, among those planning to become a teacher, 43.5% rated their demonstration competency as average or under, 41.2% as above average, and 15.3% as excellent. Among those not planning to become a teacher, 52.9% rated their demonstration competency as average or under, 41.2% as above average, and 5.9% as excellent. These results suggest that there is no significant difference in demonstration competency between those planning to become a teacher and those who are not.

Table 4.146: Results of Chi-Square test regarding the relationship between puzzle and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Written	Average or under	52	39.7%	13	38.2%	0.76	0.68
Report	Above average	61	46.6%	18	52.9%		
	Excellent	18	13.7%	3	8.8%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 4.33.

Table 4.146 presents the results of the Chi-Square test examining the relationship between written report competency and planning to become a teacher. The Chi-Square value (χ^2) is 0.76 with a p-value of 0.68, indicating no statistically significant relationship between written report competency and planning to become a teacher. Specifically, among those planning to become a teacher, 39.7% rated their written report competency as average or under, 46.6% as above average, and 13.7% as excellent. Among those not planning to become a teacher, 38.2% rated their written report competency as average or under, 52.9% as above average, and 8.8% as excellent. These results suggest that there is no significant difference in written report competency between those planning to become a teacher and those who are not.

Table 4.147: Results of Chi-Square test regarding the relationship between worksheet and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Worksheet	Average or under	23	17.6%	10	29.4%	2.66	0.26
	Above average	70	53.4%	17	50.0%		
	Excellent	38	29.0%	7	20.6%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.80.

Table 4.147 presents the results of the Chi-Square test examining the relationship between worksheet competency and planning to become a teacher. The Chi-Square value (χ^2) is 2.66 with a p-value of 0.26, indicating no statistically significant relationship between worksheet competency and planning to become a teacher. Specifically, among those planning to become a teacher, 17.6% rated their worksheet competency as average or under, 53.4% as above average, and 29.0% as excellent. Among those not planning to become a teacher, 29.4% rated their worksheet competency as average or under, 50.0% as above average, and 20.6% as excellent. These results suggest that there is no significant difference in worksheet competency between those planning to become a teacher and those who are not.

Table 4.148: Results of Chi-Square test regarding the relationship between term assignment and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Term Assignment	Average or under	30	22.9%	11	32.4%	3.44	0.18
	Above average	62	47.3%	18	52.9%		
	Excellent	39	29.8%	5	14.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.45.

Table 4.147 presents the results of the Chi-Square test examining the relationship between worksheet competency and planning to become a teacher. The Chi-Square value (χ^2) is 2.66 with a p-value of 0.26, indicating no statistically significant relationship between worksheet competency and planning to become a teacher. Specifically, among those planning to become a teacher, 17.6% rated their worksheet competency as average or under, 53.4% as above average, and 29.0% as excellent. Among those not planning to become a teacher, 29.4% rated their worksheet competency as average or under, 50.0% as above average, and 20.6% as excellent. These results suggest that there is no significant difference in worksheet competency between those planning to become a teacher and those who are not.

Table 4.149: Results of Chi-Square test regarding the relationship between matching and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Matching	Average or under	25	19.1%	9	26.5%	0.91	0.64
	Above average	56	42.7%	13	38.2%		
	Excellent	50	38.2%	12	35.3%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.01.

Table 4.149 presents the results of the Chi-Square test examining the relationship between matching competency and planning to become a teacher. The Chi-Square value (χ^2) is 0.91 with a p-value of 0.64, indicating no statistically significant relationship between matching competency and planning to become a teacher. Specifically, among those planning to become a teacher, 19.1% rated their matching competency as average or under, 42.7% as above average, and 38.2% as excellent. Among those not planning to become a teacher, 26.5% rated their matching competency as average or under, 38.2% as above average, and 35.3% as excellent. These results suggest that there is no significant difference in matching competency between those planning to become a teacher and those who are not.

Table 4.150: Results of Chi-Square test regarding the relationship between peer assessment and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Peer	Average or under	32	24.4%	14	41.2%	3.78	0.15
Assessment	Above average	66	50.4%	13	38.2%		
	Excellent	33	25.2%	7	20.6%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.24.

Table 4.150 presents the results of the Chi-Square test examining the relationship between peer assessment competency and planning to become a teacher. The Chi-Square value (χ^2) is 3.78 with a p-value of 0.15, indicating no statistically significant relationship between peer assessment competency and planning to become a teacher. Specifically, among those planning to become a teacher, 24.4% rated their peer assessment competency as average or under, 50.4% as above average, and 25.2% as excellent. Among those not planning to become a teacher, 41.2% rated their peer assessment competency as average or under, 38.2% as above average, and 20.6% as excellent. These results suggest that there is no significant difference in peer assessment competency between those planning to become a teacher and those who are not.

Table 4.151: Results of Chi-Square test regarding the relationship between group assessment and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Group Assessment	Average or under	37	28.2%	14	41.2%	3.63	0.16
	Above average	61	46.6%	16	47.1%		
	Excellent	33	25.2%	4	11.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.62.

Table 4.151 presents the results of the Chi-Square test examining the relationship between group assessment competency and planning to become a teacher. The Chi-Square value (χ^2) is 3.63 with a p-value of 0.16, indicating no statistically significant relationship between group assessment competency and planning to become a teacher. Specifically, among those planning to become a teacher, 28.2% rated their group assessment competency as average or under, 46.6% as above average, and 25.2% as excellent. Among those not planning to become a teacher, 41.2% rated their group assessment competency as average or under, 47.1% as above average, and 11.8% as excellent. These results suggest that there is no significant difference in group assessment competency between those planning to become a teacher and those who are not.

Table 4.152: Results of Chi-Square test regarding the relationship between attitude scale and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Attitude Scale	Average or under	47	35.9%	21	61.8%	**7.70**	**0.02**
	Above average	58	44.3%	10	29.4%		
	Excellent	26	19.8%	3	8.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.98.

Table 4.152 presents the results of the Chi-Square test examining the relationship between attitude scale competency and planning to become a teacher. The Chi-Square value (χ^2) is 7.70 with a p-value of 0.02, indicating a statistically significant relationship between attitude scale competency and planning to become a teacher. Specifically, among those planning to become a teacher, 35.9% rated their attitude scale competency as average or under, 44.3% as above average, and 19.8% as excellent. Among those not planning to become a teacher, 61.8% rated their attitude scale competency as average or under, 29.4% as above average, and 8.8% as excellent***. These results suggest that those planning to become a teacher tend to rate their attitude scale competency higher than those not planning to become a teacher***.

Table 4.153: Results of Chi-Square test regarding the relationship between self-assessment and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Self-Assessment	Average or under	29	22.1%	12	35.3%	2.51	0.28
	Above average	57	43.5%	12	35.3%		
	Excellent	45	34.4%	10	29.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.45.

Table 4.153 presents the results of the Chi-Square test examining the relationship between self-assessment competency and planning to become a teacher. The Chi-Square value (χ^2) is 2.51 with a p-value of 0.28, indicating no statistically significant relationship between self-assessment competency and planning to become a teacher. Specifically, among those planning to become a teacher, 22.1% rated their self-assessment competency as average or under, 43.5% as above average, and 34.4% as excellent. Among those not planning to become a teacher, 35.3% rated their self-assessment competency as average or under, 35.3% as above average, and 29.4% as excellent. These results suggest that there is no significant difference in self-assessment competency between those planning to become a teacher and those who are not.

Table 4.154: Results of Chi-Square test regarding the relationship between learning disability assessment test and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Learning	Average or under	68	51.9%	17	50.0%	1.64	0.44
Disability	Above average	42	32.1%	14	41.2%		
Assessment Test	Excellent	21	16.0%	3	8.8%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 4.95.

Table 4.154 presents the results of the Chi-Square test examining the relationship between learning disability assessment test competency and planning to become a teacher. The Chi-Square value (χ^2) is 1.64 with a p-value of 0.44, indicating no statistically significant relationship between learning disability assessment test competency and planning to become a teacher. Specifically, among those planning to become a teacher, 51.9% rated their learning disability assessment test competency as average or under, 32.1% as above average, and 16.0% as excellent. Among those not planning to become a teacher, 50.0% rated their learning disability assessment test competency as average or under, 41.2% as above average, and 8.8% as excellent. These results suggest that there is no significant difference in learning disability assessment test competency between those planning to become a teacher and those who are not.

Table 4.155: Results of Chi-Square test regarding the relationship between concept misconception test and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Concept	Average or under	77	58.8%	19	55.9%	3.99	0.14
Misconception	Above average	37	28.2%	14	41.2%		
Test	Excellent	17	13.0%	1	2.9%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 3.71.

Table 4.155 presents the results of the Chi-Square test examining the relationship between concept misconception test competency and planning to become a teacher. The Chi-Square value (χ^2) is 3.99 with a p-value of 0.14, indicating no statistically significant relationship between concept misconception test competency and planning to become a teacher. Specifically, among those planning to become a teacher, 58.8% rated their concept misconception test competency as average or under, 28.2% as above average, and 13.0% as excellent. Among those not planning to become a teacher, 55.9% rated their concept misconception test competency as average or under, 41.2% as above average, and 2.9% as excellent. These results suggest that there is no significant difference in concept misconception test competency between those planning to become a teacher and those who are not.

Table 4.156: Results of Chi-Square test regarding the relationship between interview and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Interview	Average or under	70	53.4%	19	55.9%	0.09	0.95
	Above average	46	35.1%	11	32.4%		
	Excellent	15	11.5%	4	11.8%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 3.92.

Table 4.156 presents the results of the Chi-Square test examining the relationship between interview competency and planning to become a teacher. The Chi-Square value (χ^2) is 0.09 with a p-value of 0.95, indicating no statistically significant relationship between interview competency and planning to become a teacher. Specifically, among those planning to become a teacher, 53.4% rated their interview competency as average or under, 35.1% as above average, and 11.5% as excellent. Among those not planning to become a teacher, 55.9% rated their interview competency as average or under, 32.4% as above average, and 11.8% as excellent. These results suggest that there is no significant

difference in interview competency between those planning to become a teacher and those who are not.

Table 4.157: Results of Chi-Square test regarding the relationship between long answer written exam and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Long Answer Written Exam	Average or under	45	34.4%	16	47.1%	3.16	0.21
	Above average	54	41.2%	14	41.2%		
	Excellent	32	24.4%	4	11.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.42.

Table 4.157 presents the results of the Chi-Square test examining the relationship between long answer written exam competency and planning to become a teacher. The Chi-Square value (χ^2) is 3.16 with a p-value of 0.21, indicating no statistically significant relationship between long answer written exam competency and planning to become a teacher. Specifically, among those planning to become a teacher, 34.4% rated their long answer written exam competency as average or under, 41.2% as above average, and 24.4% as excellent. Among those not planning to become a teacher, 47.1% rated their long answer written exam competency as average or under, 41.2% as above average, and 11.8% as excellent. These results suggest that there is no significant difference in long answer written exam competency between those planning to become a teacher and those who are not.

Table 4.158: Results of Chi-Square test regarding the relationship between short answer/fill-in-the-blank question and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Short Answer/Fill-in-the-Blank Question	Average or under	33	25.2%	10	29.4%	0.45	0.80
	Above average	48	36.6%	13	38.2%		
	Excellent	50	38.2%	11	32.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.86.

Table 4.158 presents the results of the Chi-Square test examining the relationship between short answer/fill-in-the-blank question competency and planning to become a teacher. The Chi-Square value (χ^2) is 0.45 with a p-value of 0.80, indicating no statistically significant relationship between short answer/fill-in-the-blank question competency and planning to become a teacher. Specifically, among those planning to become a teacher, 25.2% rated their short answer/fill-in-the-blank question competency as average or under, 36.6% as above average, and 38.2% as excellent. Among those not planning to become a teacher, 29.4% rated their competency as average or under, 38.2% as above average, and 32.4% as excellent. These results suggest that there is no significant difference in short answer/fill-in-the-blank question competency between those planning to become a teacher and those who are not.

Table 4.159: Results of Chi-Square test regarding the relationship between concept map and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Concept Map	Average or under	46	35.1%	14	41.2%	**6.13**	**0.04**
	Above average	52	39.7%	18	52.9%		
	Excellent	33	25.2%	2	5.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.21.

Table 4.159 presents the results of the Chi-Square test examining the relationship between concept map competency and planning to become a teacher. The Chi-Square value (χ^2) is 6.13 with a p-value of 0.04, indicating a statistically significant relationship between concept map competency and planning to become a teacher. Specifically, among those planning to become a teacher, 35.1% rated their concept map competency as average or under, 39.7% as above average, and 25.2% as excellent. Among those not planning to become a teacher, 41.2% rated their concept map competency as average or under, 52.9% as above average, and 5.9% as excellent. These results suggest that those planning to become a teacher tend to rate their concept map competency higher than those not planning to become a teacher.

Table 4.160: Results of Chi-Square test regarding the relationship between performance task and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Performance Task	Average or under	38	29.0%	12	35.3%	0.57	0.75
	Above average	66	50.4%	15	44.1%		
	Excellent	27	20.6%	7	20.6%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.01.

Table 4.160 presents the results of the Chi-Square test examining the relationship between performance task competency and planning to become a teacher. The Chi-Square value (χ^2) is 0.57 with a p-value of 0.75, indicating no statistically significant relationship between performance task competency and planning to become a teacher. Specifically, among those planning to become a teacher, 29.0% rated their performance task competency as average or under, 50.4% as above average, and 20.6% as excellent. Among those not planning to become a teacher, 35.3% rated their performance task competency as average or under, 44.1% as above average, and 20.6% as excellent. These results suggest that there is no significant difference in performance task competency between those planning to become a teacher and those who are not.

Table 4.161: Results of Chi-Square test regarding the relationship between multiple choice test and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Multiple Choice Test	Average or under	15	11.5%	5	14.7%	0.38	0.83
	Above average	52	39.7%	14	41.2%		
	Excellent	64	48.9%	15	44.1%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 4.12.

Table 4.161 presents the results of the Chi-Square test examining the relationship between multiple choice test competency and planning to become a teacher. The Chi-Square value (χ^2) is 0.38 with a p-value of 0.83, indicating no statistically significant relationship between multiple choice test competency and planning to become a teacher. Specifically, among those planning to become a teacher, 11.5% rated their multiple choice test competency as average or under, 39.7% as above average, and 48.9% as excellent. Among those not planning to become a teacher, 14.7% rated their multiple choice test competency as average or under, 41.2% as above average, and 44.1% as excellent. These results suggest that there is no significant difference in multiple choice test competency between those planning to become a teacher and those who are not.

Table 4.162: Results of Chi-Square test regarding the relationship between oral exam and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Oral Exam	Average or under	28	21.4%	14	41.2%	5.58	0.06
	Above average	57	43.5%	11	32.4%		
	Excellent	46	35.1%	9	26.5%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 8.65.

Table 4.162 presents the results of the Chi-Square test examining the relationship between oral exam competency and planning to become a teacher. The Chi-Square value (χ^2) is 5.58 with a p-value of 0.06, indicating a marginally non-significant relationship between oral exam competency and planning to become a teacher. Specifically, among those planning to become a teacher, 21.4% rated their oral exam competency as average or under, 43.5% as above average, and 35.1% as excellent. Among those not planning to become a teacher, 41.2% rated their oral exam competency as average or under, 32.4% as above average, and 26.5% as excellent. These results suggest a trend where those planning to become a teacher tend to rate their oral exam competency higher than those not planning to become a teacher, although the relationship is not statistically significant at the 0.05 level.

Table 4.163: Results of Chi-Square test regarding the relationship between project and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Project	Average or under	33	25.2%	17	50.0%	**8.20**	**0.02**
	Above average	61	46.6%	12	35.3%		
	Excellent	37	28.2%	5	14.7%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.65.

Table 4.163 presents the results of the Chi-Square test examining the relationship between project competency and planning to become a teacher. The Chi-Square value (χ^2) is 8.20 with a p-value of 0.02, indicating a statistically significant relationship between project competency and planning to become a teacher. Specifically, among those planning to become a teacher, 25.2% rated their project competency as average or under, 46.6% as above average, and 28.2% as excellent. Among those not planning to become a teacher, 50.0% rated their project competency as average or under, 35.3% as above average, and 14.7% as excellent. These results suggest that those planning to become a teacher tend to rate their project competency higher than those not planning to become a teacher.

Table 4.164: Results of Chi-Square test regarding the relationship between true-false test and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
True-False Test	Average or under	23	17.6%	3	8.8%	**6.89**	**0.03**
	Above average	52	39.7%	22	64.7%		
	Excellent	56	42.7%	9	26.5%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.36.

Table 4.164 presents the results of the Chi-Square test examining the relationship between true-false test competency and planning to become a teacher. The Chi-Square value (χ^2) is 6.89 with a p-value of 0.03, indicating a statistically significant relationship between true-false test competency and planning to become a teacher. Specifically, among those planning to become a teacher, 17.6% rated their true-false test competency as average or under, 39.7% as above average, and 42.7% as excellent. Among those not planning to become a teacher, 8.8% rated their true-false test competency as average or under, 64.7% as above average, and 26.5% as excellent. These results suggest that those planning to become a teacher tend to rate their true-false test competency higher than those not planning to become a teacher.

Table 4.165: Results of Chi-Square test regarding the relationship between observation and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Observation	Average or under	28	21.4%	10	29.4%	1.14	0.56
	Above average	51	38.9%	13	38.2%		
	Excellent	52	39.7%	11	32.4%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.83.

Table 4.165 presents the results of the Chi-Square test examining the relationship between observation competency and planning to become a teacher. The Chi-Square value (χ^2) is 1.14 with a p-value of 0.56, indicating no statistically significant relationship between observation competency and planning to become a teacher. Specifically, among those planning to become a teacher, 21.4% rated their observation competency as average or under, 38.9% as above average, and 39.7% as excellent. Among those not planning to become a teacher, 29.4% rated their observation competency as average or under, 38.2% as above average, and 32.4% as excellent. These results suggest that there is no significant difference in observation competency between those planning to become a teacher and those who are not.

Table 4.166: Results of Chi-Square test regarding the relationship between placement test and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Placement Test	Average or under	34	26.0%	10	29.4%	0.75	0.68
	Above average	56	42.7%	16	47.1%		
	Excellent	41	31.3%	8	23.5%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.07.

Table 4.166 presents the results of the Chi-Square test examining the relationship between placement test competency and planning to become a teacher. The Chi-Square value (χ^2) is 0.75 with a p-value of 0.68, indicating no statistically significant relationship between placement test competency and planning to become a teacher. Specifically, among those planning to become a teacher, 26.0% rated their placement test competency as average or under, 42.7% as above average, and 31.3% as excellent. Among those not planning to become a teacher, 29.4% rated their placement test competency as average or under, 47.1% as above average, and 23.5% as excellent. These results suggest that there is no significant difference in placement test competency between those planning to become a teacher and those who are not.

Table 4.167: Results of Chi-Square test regarding the relationship between process evaluation and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Process Evaluation	Average or under	35	26.7%	16	47.1%	**6.50**	**0.04**
	Above average	60	45.8%	14	41.2%		
	Excellent	36	27.5%	4	11.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.24.

Table 4.167 presents the results of the Chi-Square test examining the relationship between process evaluation competency and planning to become a teacher. The Chi-Square value (χ^2) is 6.50 with a p-value of 0.04, indicating a statistically significant relationship between process evaluation competency and planning to become a teacher. Specifically, among those planning to become a teacher, 26.7% rated their process evaluation competency as average or under, 45.8% as above average, and 27.5% as excellent. Among those not planning to become a teacher, 47.1% rated their process evaluation competency as average or under, 41.2% as above average, and 11.8% as excellent. These results suggest that those planning to become a teacher tend to rate their process evaluation competency higher than those not planning to become a teacher.

Table 4.168: Results of Chi-Square test regarding the relationship between checklist and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Checklist	Average or under	49	37.4%	18	52.9%	5.20	0.08
	Above average	48	36.6%	13	38.2%		
	Excellent	34	26.0%	3	8.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.62.

Table 4.168 presents the results of the Chi-Square test examining the relationship between checklist competency and planning to become a teacher. The Chi-Square value (χ^2) is 5.20 with a p-value of 0.08, indicating a marginally non-significant relationship between checklist competency and planning to become a teacher. Specifically, among those planning to become a teacher, 37.4% rated their checklist competency as average or under, 36.6% as above average, and 26.0% as excellent. Among those not planning to become a teacher, 52.9% rated their checklist competency as average or under, 38.2% as above average, and 8.8% as excellent. These results suggest a trend where those planning to become a teacher tend to rate their checklist competency higher than those not planning to become a teacher, although the relationship is not statistically significant at the 0.05 level.

Table 4.169: Results of Chi-Square test regarding the relationship between research paper and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Research Paper	Average or under	47	35.9%	17	50.0%	**6.61**	**0.04**
	Above average	50	38.2%	15	44.1%		
	Excellent	34	26.0%	2	5.9%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.42.

Table 4.169 presents the results of the Chi-Square test examining the relationship between research paper competency and planning to become a teacher. The Chi-Square value (χ^2) is 6.61 with a p-value of 0.04, indicating a statistically significant relationship between research paper competency and planning to become a teacher. Specifically, among those planning to become a teacher, 35.9% rated their research paper competency as average or under, 38.2% as above average, and 26.0% as excellent. Among those not planning to become a teacher, 50.0% rated their research paper competency as average or under, 44.1% as above average, and 5.9% as excellent. These results suggest that those planning to become a teacher tend to rate their research paper competency higher than those not planning to become a teacher.

Table 4.170: Results of Chi-Square test regarding the relationship between student portfolio and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Student Portfolio	Average or under	57	43.5%	25	73.5%	**12.93**	**<0.001**
	Above average	45	34.4%	9	26.5%		
	Excellent	29	22.1%	0	0.0%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.98.

Table 4.170 presents the results of the Chi-Square test examining the relationship between student portfolio competency and planning to become a teacher. The Chi-Square value (χ^2) is 12.93 with a p-value of 0.001, indicating a statistically significant relationship between student portfolio competency and planning to become a teacher. Specifically, among those planning to become a teacher, 43.5% rated their student portfolio competency as average or under, 34.4% as above average, and 22.1% as excellent. Among those not planning to become a teacher, 73.5% rated their student portfolio competency as average or under, 26.5% as above average, and 0.0% as excellent. These results suggest that those planning to become a teacher tend to rate their student portfolio competency higher than those not planning to become a teacher.

Table 4.171: Results of Chi-Square test regarding the relationship between rubric and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Rubric	Average or under	72	55.0%	23	67.6%	2.21	0.33
	Above average	36	27.5%	8	23.5%		
	Excellent	23	17.6%	3	8.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.36.

Table 4.171 presents the results of the Chi-Square test examining the relationship between rubric competency and planning to become a teacher. The Chi-Square value (χ^2) is 2.21 with a p-value of 0.33, indicating no statistically significant relationship between rubric competency and planning to become a teacher. Specifically, among those planning to become a teacher, 55.0% rated their rubric competency as average or under, 27.5% as above average, and 17.6% as excellent. Among those not planning to become a teacher, 67.6% rated their rubric competency as average or under, 23.5% as above average, and 8.8% as excellent. These results suggest that there is no significant difference in rubric competency between those planning to become a teacher and those who are not.

Table 4.172: Results of Chi-Square test regarding the relationship between presentation evaluation and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Presentation Evaluation	Average or under	40	30.5%	13	38.2%	3.11	0.21
	Above average	57	43.5%	17	50.0%		
	Excellent	34	26.0%	4	11.8%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.83.

Table 4.172 presents the results of the Chi-Square test examining the relationship between presentation evaluation competency and planning to become a teacher. The Chi-Square value (χ^2) is 3.11 with a p-value of 0.21, indicating no statistically significant relationship between presentation evaluation competency and planning to become a teacher. Specifically, among those planning to become a teacher, 30.5% rated their presentation evaluation competency as average or under, 43.5% as above average, and 26.0% as excellent. Among those not planning to become a teacher, 38.2% rated their presentation evaluation competency as average or under, 50.0% as above average, and 11.8% as excellent. These results suggest that there is no significant difference in presentation evaluation competency between those planning to become a teacher and those who are not.

Table 4.173: Results of Chi-Square test regarding the relationship between structured grid and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Structured Grid	Average or under	70	53.4%	25	73.5%	5.13	0.08
	Above average	45	34.4%	8	23.5%		
	Excellent	16	12.2%	1	2.9%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 3.50.

Table 4.173 presents the results of the Chi-Square test examining the relationship between structured grid competency and planning to become a teacher. The Chi-Square value (χ^2) is 5.13 with a p-value of 0.08, indicating a marginally non-significant relationship between structured grid competency and planning to become a teacher. Specifically, among those planning to become a teacher, 53.4% rated their structured grid competency as average or under, 34.4% as above average, and 12.2% as excellent. Among those not planning to become a teacher, 73.5% rated their structured grid competency as average or under, 23.5% as above average, and 2.9% as excellent. These results suggest a trend where those planning to become a teacher tend to rate their structured grid competency higher than those not planning to become a teacher, although the relationship is not statistically significant at the 0.05 level.

Table 4.174: Results of Chi-Square test regarding the relationship between semantic analysis table and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Semantic Analysis Table	Average or under	60	45.8%	22	64.7%	4.50	0.10
	Above average	50	38.2%	10	29.4%		
	Excellent	21	16.0%	2	5.9%		

1 cell (16.7%) has expected count less than 5. The minimum expected count is 4.74.

Table 4.174 presents the results of the Chi-Square test examining the relationship between semantic analysis table competency and planning to become a teacher. The Chi-Square value (χ^2) is 4.50 with a p-value of 0.10, indicating a marginally non-significant relationship between semantic analysis table competency and planning to become a teacher. Specifically, among those planning to become a teacher, 45.8% rated their semantic analysis table competency as average or under, 38.2% as above average, and 16.0% as excellent. Among those not planning to become a teacher, 64.7% rated their semantic analysis table competency as average or under, 29.4% as above average, and 5.9% as excellent. These results suggest a trend where those planning to become a teacher tend to rate their semantic analysis table competency higher than those not planning to become a teacher, although the relationship is not statistically significant at the 0.05 level.

Table 4.175: Results of Chi-Square test regarding the relationship between word association and planning to become a teacher

		Become Teacher					
		Yes		**No**			
		N	**%**	**N**	**%**	**χ^2**	**P**
Word Association	Average or under	34	26.0%	12	35.3%	1.18	0.55
	Above average	63	48.1%	14	41.2%		
	Excellent	34	26.0%	8	23.5%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.65.

Table 4.175 presents the results of the Chi-Square test examining the relationship between word association competency and planning to become a teacher. The Chi-Square value (χ^2) is 1.18 with a p-value of 0.55, indicating no statistically significant relationship between word association competency and planning to become a teacher. Specifically, among those planning to become a teacher, 26.0% rated their word association competency as average or under, 48.1% as above average, and 26.0% as excellent. Among those not planning to become a teacher, 35.3% rated their word association competency as average or under, 41.2% as above average, and 23.5% as excellent. These results suggest that there is no significant difference in word association competency between those planning to become a teacher and those who are not.

Table 4.176: Results of Chi-Square test regarding the relationship between mind map and planning to become a teacher

		Become Teacher					
		Yes		No			
		N	%	N	%	χ^2	P
Mind Map	Average or under	41	31.3%	16	47.1%	2.98	0.23
	Above average	51	38.9%	10	29.4%		
	Excellent	39	29.8%	8	23.5%		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.68.

Table 4.176 presents the results of the Chi-Square test examining the relationship between mind map competency and planning to become a teacher. The Chi-Square value (χ^2) is 2.98 with a p-value of 0.23, indicating no statistically significant relationship between mind map competency and planning to become a teacher. Specifically, among those planning to become a teacher, 31.3% rated their mind map competency as average or under, 38.9% as above average, and 29.8% as excellent. Among those not planning to become a teacher, 47.1% rated their mind map competency as average or under, 29.4% as above average, and 23.5% as excellent. These results suggest that there is no significant difference in mind map competency between those planning to become a teacher and those who are not.

4.2. Results of the Qualitative study

4.2.1. Opinions of pre-service English teachers on using alternative assessment and evaluation tools

This research question comprises four open-ended questions. In this section, the responses from the participants (P) are analyzed using content analysis. The following subsections present a detailed examination of these responses.

Question 1: Do you consider yourself competent in applying Alternative Assessment and Evaluation methods?

Competent: Many of the pre-service teachers said that they considered themselves competent in using alternative assessment and evaluation methods. A student (P.47) said ‘’Yes, I see myself competent enough.’’ Another student (P. 81) said,’’Yes, I reached the sufficient level with the education I received at school.’’

Partly Competent: Some of the pre-service English teachers consider themselves partly competent. For example, (P. 40) says’’I see myself as partly competent, I think there are areas I need to improve.” While another student answered this question as ‘’I see myself as partly competent, I still need to improve" (P. 93).

Not Competent: Some of the pre-service teachers said that they are not competent. Responses such as‘’No, I do not see myself as competent right now’’ (P. 103) and ‘’I do not think I am competent yet,’’ (P. 37).

Not enough experience: Another issue is that pre-service teachers think they need to improve themselves and we can say that they need more training on alternative assessment. For example a student said that: ‘’I do not fully see myself as competent. I think it requires experience’’ (P. 83).

Not covered in courses: pre-service teachers in the department who have not yet taken the course mentioned that they have not yet taken the course. For example, one student (P. 147) said, ‘’We do not have enough information because it is covered in the second

semester of the curriculum,'' while another student said, ''Not really, because I think this topic wasn't covered enough in our courses'' (P. 75).

Question 2: Which Alternative Assessment and Evaluation methods do you plan to use? Why?

In the second question, pre-service teachers answered the question about which alternative assessment and evaluation methods they plan to use. Some of the tools planned to be used by pre-service teachers in answering these questions are alternative assessment tools, while some are traditional assessment tools. Most of the answers were portfolio. Another tool is the project. Projects appear as the tool that it is the second tool students intend to use. Apart from this, pre-service teachers stated that they would use self-evaluation and peer evaluation, multiple choice tests, research papers, meetings, concept map,term paper, true and false tests..

Using certain tools: Many pre-service teachers mentioned certain tools they plan to use. These tools are determined according to student needs. For example, ''Test, written exam, term paper'' (P. 38)**,**''Portfolio, to track student development" (P. 58)**,** ''Project and term paper. I think the evaluation will be more comprehensive.'' (P. 47)**,** ''Self-assessment and peer assessment because I believe they are very effective in every way." (P. 49)**,** ''Mind map, group assessment, and project methods. Because I want to evaluate the permanence of learning and whether they can create something original from these learnings.'' (P. 99) and''Multiple-choice and true-false test.'' (P. 67) are some of the responses.

Using different methods: Many of the pre-service teachers mentioned that they can use different methods. For example, ''I am open to trying all of them. I like to be innovative.'' (P. 54)**,** "All of them, for diversity.'' (P. 55)**,** "Depending on the situation, all of them because they are necessary.'' (P. 69) and "I would use most of them, as they can benefit students. Therefore, using as many as possible might be good, although evaluating each one can be challenging.'' (P. 108) are some responses.

Being Unsure: Some pre-service teachers stated that they are unsure about which methods to use. For example, ‘’I don’t have any specific idea yet.’’ (P.94)**,** ‘’I don’t plan to use any, as I will not be teaching.’’ (P. 95)**,** ‘’I don’t know yet.’’ (P. 102) and ‘’I am not sure.’’ (P. 151) are some of the responses.

Question 3: Do you think Alternative Assessment and Evaluation methods benefit students?

Benefitial: Most of pre-service teachers belive that alternative assessment and evaluation methods benefit students. Below are presented some example responses: While one student said ‘’Yes, it helps students see their own development.’’ (P. 134). Another student said: ‘’Yes, it definitely benefits because it shows them how important process and consistency are, and that a right or wrong answer in an exam does not measure their learning.’’ (P. 126).

Partly Benefitial:Some pre-service teachers partly agree that there are some benefits these methods. For example, some of the students said ‘’I think it provides partly benefits” (P.51) another student said: “It might help students study a bit. Thus, they repeat what they learned’’ (P. 101).

Not Benefitial: Some pre-service teachers said that these methods are not benefitial for students. For example there are some responses which they said ‘’No’’.

Particular Reasons: Many pre-service teachers say there are particular reasons for why they believe that these methods benefit students. Below are presented some examples: ‘’Yes, because it can reduce the stress on students’’ (P. 37), ‘’Yes, it motivates them in class and gives them the opportunity to see their progress’’ (P. 75) and ‘’Yes, because I’m sure it provides more benefits compared to traditional methods’’ (P. 81).

Question 4: What challenges might you encounter when applying Alternative Assessment and Evaluation methods? How would you address these challenges**?**

In this question, students were asked to give opinions about some problems they may encounter while using these tools and how they could solve them.

Managing the classroom: Most of the pre-service teachers mentioned about the problems related to managing students the large classroom sizes.

Lack of time: A common concern between the pre-service teachers is the lack of time. They also state thay these concepts are complex so they don not have time to use them.

Being objective: Being objectivity is a problem that pre-service teachers mention a lot. They also stated that being objective is hard because of the evaluating process of alternative methods.

Lack of knowledge and being unsure: Some pre-service teachers mentioned the lack of knowledge, practice and they are being unsure. They need for more practice to use the alternative methods.

Solving the problem: Some pre-service teachers give opinions that to solve the problems they can get some help from their collegues and from their professors.

5. CHAPTER: DISCUSSION

This research aims to examine pre service english teachers' views on alternative assessment and evaluation and their efficacy perceptions in using alternative assessment and evaluation tools and methods.

5.1. Discussion of Quantitative Findings

5.1.1. Discussion of Perceptions of pre-service English teachers' regarding alternative assessment and evaluation approaches

It has been found that perceptions of pre-service English teachers' regarding alternative assessment and evaluation approaches are generally positive, and although alternative assessment and evaluation approaches have some limitations, they think that they support the learning and teaching process positively. It is important for teacher candidates to have positive views on alternative assessment and evaluation approaches in the functioning of the education and training process. Furthermore, it is crucial for pre-service teachers be open to these new methods. İzci et al. (2014), in their study with pre-service teachers found that the teacher candidates have generally positive opinions towards alternative assessment and evaluation and it supports the learning and teaching process but they also stated that AAE approaches also have some limitations. In the research conducted by Duban and Küçükyılmaz (2008), it was aimed to determine the opinions of pre-service classroom teachers regarding the use of AAE methods and techniques in practice schools. Considering the results of the research, it was revealed that pre-service teachers approached AAE techniques positively.

There are no significant differences between 3rd and 4th year English teacher candidates in their attitudes towards alternative assessment and evaluation across the three

measured constructs: Supportive of Learning, Limitations, and Supportive of Teaching. In the results of Ergüney's (2018) master's thesis regarding the general and alternative assessment and evaluation competencies of pre-service physical education and sports teachers, it was seen that their competency perceptions did not differ according to the class variable. Likewise, Şahin and Uysal (2013) concluded in their research that pre-service teachers' perceptions of competence in assessment and evaluation did not differ significantly according to the class variable. These studies support our results. However, there have been some studies in the literature with different results. In the study conducted by Şahin and Ersoy (2009) on pre-service teachers studying in the third and fourth grades of primary school teaching, it was concluded that the perceptions of primary school teacher candidates regarding the alternative and general competence levels in the field of assessment and evaluation in the primary education program were significant in favor of the teacher candidates studying in the final year. In another study, Yaşar (2014) concluded that the attitude scores of pre-service primary school teachers studying in the first, second, third and fourth grades regarding assessment and evaluation were significant according to the grade level they studied. These studies show that the grade levels of pre-service teachers may have an impact on the assessment and evaluation competence of pre-service teachers.

The results of the department satisfaction variable indicate that pre-service English teachers who are satisfied with their department have significantly higher perceptions of support for learning and teaching processes in alternative assessment and evaluation compared to those who are not satisfied. It is seen that students who are satisfied with their department have higher proficiency under the headings of support for learning and teaching processes. The result of this may be that students who are satisfied with their department approach the teaching and learning process more positively.

There are signiificant differences in perceptions towards Supportive of Learning (SL), Limitations (LIM), and Supportive of Teaching (ST) across different GPA groups. The multiple comparisons further highlight specific significant differences between the GPA groups, with pre-service teachers having higher GPAs generally demonstrating more

favorable perceptions towards SL and ST, while perceptions of LIM are higher among pre-service teachers with GPAs in the 2.50-2.99 range compared to other groups. As a result, it was determined that students with high GPA had higher SL and ST proficiencies than students with low GPA. This result is important as it shows that academic grade point average may have an impact on pre-service teachers perception of themselves as competent in assessment and evaluation. When we look at some studies that support our study, for example Karaca (2003), found that the academic grade point averages of pre-service teachers have a statistically significant effect on their perceptions of their assessment and evaluation proficiency levels. It is also seen in the literature that there are some studies with different results. As a result of their research, Şahin and Ersoy (2009) and Sabancı and Yazıcı (2017) concluded that pre-service teachers' academic grade point averages did not have a significant effect on their perceptions of their assessment and evaluation proficiency levels.

The result of the perceptions of pre-service English teachers according to the variable of planning to take the PPSE exam, there are no significant differences in perceptions towards Supportive of Learning (SL), Limitations (LIM), and Supportive of Teaching (ST) between English teacher candidates who are planning to take the PPSE and those who are not.

The results of the perceptions of pre-service English teachers who are planning to become teachers after graduation have significantly higher perceptions of Supportive of Learning (SL) and and Supportive of Teaching (ST) compared to those who are not planning to become teachers. There is no significant difference in perceptions of Limitations (LIM) between the two groups.

According to these results, it can be said that there are studies indicating that the perceptions of assessment evaluation of teachers and pre-service English teachers are at the desired level, but in general, teachers and pre-service teachers consider themselves in moderate and inadequate in the field of assessment evaluation. As a result, the reasons for

the general inadequacies of pre-service teachers in terms of assessment should be defined and resolved.

5.1.2. Discussion of Opinions of pre-service English teachers' regarding their competence in alternative assessment and evaluation approaches

The study revealed that pre-service English teachers consider themselves to be at a good level in terms of using assessment and evaluation techniques. Pre-service English teachers see their competence perception in using assessment and evaluation tools as relatively higher for assessment and evaluation tools and methods such as multiple-choice tests, true-false tests, projects, observation and worksheets, compared to others. However, they perceive themselves to be relatively less competent in using structured grid, concept misconception test, interviews, rubrics and learning disability assessment tests in the assessment and evaluation process.

When the results are examined, we can say that pre-service English teachers perceive themselves to be more competent in using traditional assessment and evaluation tools instead of alternative assessment and evaluation tools. It is seen that pre-service teachers generally prefer to evaluate students using traditional techniques. Lack of knowledge can be the reason why their opinions are more compenent in traditional assessment and evaluation tools. There are some researches that are similar to our study. In their study, (Kolomuç & Açılışlı, 2019) they aimed to study the level and frequency of using alternative assessment and evaluation techniques of pre service teachers in the classroom teaching department were investigated. It was stated that pre-sevice teachers preferred traditional methods such as multiple choice tests, fill-in-the blank and short-answer written examinations, concept maps, and product selection file evaluation techniques. They stated that the biggest reason for choosing these methods may be their lack of knowledge about alternative assessment and evaluation. Also in the research conducted by Yıldırım (2020) with chemistry teachers, it was concluded that teachers

mostly preferred open-ended questions and multiple choice questions among assessment and evaluation tools.

When the relevant studies were examined, Gelbal & Kelecioğlu (2007) Nazlıçiçek & Akarsu (2008), in their study determinated that teachers are more sufficient in traditional assessment evaluation approaches. Likewise, in the study conducted by Çelikkaya et al. (2010) to determine the opinions of social studies teachers for assessment evaluation approaches, it was concluded that teachers felt more sufficient for traditional assessment evaluation approaches and used these tools more.

According to the Chi Square ($\chi 2$) test analysis conducted on English pre-service English teachers opinions on assessment and evaluation according to the class variable, there is a significant difference in their proficiency in using the process evaluation technique.

According to the Chi Square ($\chi 2$) test analysis conducted on pre-service English teachers use of alternative assessment and evaluation according to the department satisfaction variable, there are significant differences in multiple choice test, placement test, process evaluation, research paper portfolio, presentation evaluation and word association techniques. When pre-service English teachers use of alternative assessment and evaluation techniques according to satisfaction was examined, it was seen that pre-service English teachers who were satisfied with their departments were more proficient in multiple choice tests, placement tests, process evaluation, worksheet, portfolio, presentation evaluation and word association techniques than pre-service English teachers who were not satisfied with their departments.

According to the Chi Square ($\chi 2$) test analysis conducted on pre-service English teachers use of assessment and evaluation according to the grade point average variable, there are significant differences in written report, worksheet, term assignment, matching, self-assessment, performance task, oral exam, project, true-false tests, placement test, process evaluation,portfolio, and word association techniques. It has been determined that pre-service English teachers with higher grade point averages consider themselves quite

proficient or proficient in written written report, worksheet, term assignment, matching, self-assessment, performance task, oral exam, project, true-false tests, placement test, process evaluation,portfolio, and word association techniques compared to pre-service English teachers with lower grade point averages. The reason why students with high averages consider themselves more proficient than students with low averages may be that they are more focused on lessons and they have more knowledge of assessment and evaluation techniques.

According to Chi Square ($\chi 2$) test analysis conducted on pre-service English teachers use of alternative assessment and evaluation according to the variable of planning to take PPSE, it was determined that there was no significant difference in their use of assessment and evaluation techniques.

According to Chi Square ($\chi 2$) test analysis conducted on pre-service English teachers use of alternative assessment and evaluation according to the variable of planning to become a teacher, it was determined that there were significant differences in attitude scale, concept map, project, true-false test, process evaluation, paper competency and portfolio techniques. According to these results, it has been determined that candidates who plan to become teachers consider themselves more competent in attitude scale, concept map, project, true-false test, process evaluation, paper competency and portfolio techniques than candidates who do not plan to become teachers. In the research conducted by Şahin et al. (2015) with pre-service teachers, it was concluded that when their evaluation preferences were examined, they preferred performance tasks the least and true-false tests the most. The preference of true-false tests by pre-service teachers may be due to the fact that pre-service teachers feel more competent in traditional assessment and evaluation methods.

5.2. Discussion of Qualitative Findings

5.2.1. Discussion of Opinions of pre-service English teachers on using alternative assessment and evaluation tools

Question1: *Do you consider yourself competent in applying Alternative Assessment and Evaluation methods?*

Many pre-service teachers consider themselves competent in using alternative assessment and evaluation methods. One of the biggest reasons why they think they are competent is their motivation for classes, the quality of the education they receive, and the fact that they work hard to improve themselves.

While another part sees itself as partly competent, the other part sees itself as not competent. Pre-service teachers who do not consider themselves competent may be due to their lack of knowledge of the methods, due to lack of practice or the fact that they have not yet taken the course.

Question 2: *Which Alternative Assessment and Evaluation methods do you plan to use? Why?*

Some of the answers given by pre-service teachers to this question are tools such as portfolio, project, self-assessment, peer evaluation, multiple choice tests, research papers, meetings, concept map, term paper, true and false tests. When we look at the tools, we can say that the questions asked to pre-service teachers about alternative assessment tools still receive answers about traditional assessment and evaluation. This may be due to the fact that students still do not have much knowledge on this subject.

Question3: Do you think Alternative Assessment and Evaluation methods benefit students?

Looking at the students' answers, it is possible to say that they think alternative assessment and evaluation has benefits. Pre-service teachers also say that these methods

increase student motivation. We see that some answers are partial or no. Some of the reasons for these answers may be due to students' avoidance of using these methods or their lack of knowledge.

Question 4: *What challenges might you encounter when applying Alternative Assessment and Evaluation methods? How would you address these challenges?*

Many of the pre-service teachers mentioned the problems related to classroom management. Many of these answers may be due to the fact that classes are crowded and it takes time to evaluate each student individually. Additionally, pre-service teachers mentioned that they may encounter problems related to not being objective in evaluating students. Again, this may be due to crowded classes and lack of time. In the research conducted by Birinci-Konur & Konur (2011) with 25 teachers, it was concluded that they used the AAE approach in addition to traditional assessment and evaluation, but they could not use all AAE methods due to lack of resources and limited time in schools.

6. CHAPTER: CONCLUSION, IMPLICATIONS AND SUGGESTIONS

6.1. CONCLUSION

1. It has been found that perceptions of pre-service English teachers' regarding alternative assessment and evaluation approaches are generally positive, and although alternative assessment and evaluation approaches have some limitations, they think that they support the learning and teaching process positively.

2. There are no significant differences between 3rd and 4th year pre-service English teachers in their attitudes towards alternative assessment and evaluation across the three measured constructs: Supportive of Learning, Limitations, and Supportive of Teaching.

3. The results of the department satisfaction variable indicate that pre-service English teachers who are satisfied with their department have significantly higher perceptions of support for learning and teaching processes in alternative assessment and evaluation compared to those who are not satisfied.

4. There are signiificant differences in perceptions towards SL, LIM, and ST across different GPA groups.

5. The result of the perceptions of Pre-service English teachers according to the variable of planning to take the PPSE exam, there are no significant differences in perceptions towards SL, LIM, and ST between Pre-service English teachers who are planning to take the PPSE and those who are not.

6. The results of the perceptions of pre-service English teachers who are planning to become teachers after graduation have significantly higher perception SL and ST compared to those who are not planning to become teachers.

7. The study revealed that pre-service English teachers consider themselves to be at a good level in terms of using assessment and evaluation techniques.

8.Pre-service English teachers see their competence perception in using assessment and evaluation tools as relatively higher for assessment and evaluation tools and methods such as multiple-choice tests, true-false tests, projects, observation and worksheets, compared to others.

9.Pre-service English teachers perceive themselves to be relatively less competent in using structured grid, concept misconception test, interviews, rubrics and learning disability assessment tests in the assessment and evaluation process.

10. Pre-service English teachers' think that they will mostly use portfolios and projects.

11. Pre-service teachers mentioned that problems related to classroom management may arise when using alternative assessment methods.

6.2 IMPLICATIONS

Based on the study conducted with pre-service English teachers, we can state that teachers have a positive opinions on AAE methods. However, the results also reveal that pre-service teachers perceive certain limitations associated with these methods. These limitations include teacher candidates feeling that AAE methods are more complex compared to traditional methods, and they feel inadequately prepared to use certain tools and methods.

It is crucial for teachers to take steps regarding this issue. Looking at the results, actions can be taken to encourage pre-service teachers to use alternative assessment tools and methods. Providing seminars, assigning projects for students to improve themselves, supporting them with additional resources, and providing feedback on their work supports the students learning.

Similarly, it is important for students to take certain steps regarding the topic, such as attending classes regularly, asking their teachers questions about these methods and tools, and discussing with their peers how these methods should be effectively used to gain insights. In addition, it is also important for them to attend seminars recommended by teachers and administrators to develop themselves.

Another significant factor in taking the necessary measures is the actions taken by program developers regarding the subject. These individuals, who work to make the education process more effective, can implement new regulations to address these shortcomings. These regulations can be related to both course content and materials.

Lastly, researchers can conduct more comprehensive studies on this topic. The reasons why pre-service teachers do not feel competent in using some of these methods, and the causes of the challenges they face can be investigated more deeply. Additionally, researching the impact of teachers and program developers on addressing these limitations can be crucial in finding answers to some questions.

6.3. SUGGESTIONS

1. One limitation of this research is that the quantitative part was completed with 165 pre-service teachers. It could be beneficial to reach larger audiences regarding the opinions and competency levels of teacher candidates.

2. Studies can be conducted on why pre-service English teachers feel inadequate when using some of the alternative assessment tools and methods, and steps can be taken to address these issues.

3. This study is limited to pre-service English teachers only; future research could select samples consisting of students from different departments for broader perspectives.

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APPENDICIES

APPENDIX 1: DEMOGRAPHIC INFORMATION

Demografik Bilgiler Anketi:

Değerli öğretmenler; Bu ölçmenin amacı; 3. ve 4. sınıf İngilizce öğretmen adaylarının alternatif ölçme-değerlendirmeye yönelik görüşlerini ve ölçme ve değerlendirme araçlarını kullanmaya yönelik yeterlilik algılarını tespit etmektir. Bu ölçekteki sorulara vereceğiniz cevaplar sadece araştırmada kullanılacaktır ve kişisel bilgileriniz gizli tutulacaktır.

Değerli katkılarınızdan dolayı şimdiden teşekkürler.

SEMRA KODRA

T.Ü. Yüksek Lisans Öğrencisi

Kişisel Bilgiler

Cinsiyetiniz:

Kadın ( ) Erkek ( )

Sınıfınız:

3.Sınıf ( ) 4.Sınıf ( )

Bölümünüzden memnun musunuz?

Evet ( ) Hayır ( )

Not Ortalamanız:

1.99 ve altı ( ) 2.00-2.49 ( ) 2.50-2.99 ( ) 3.00-3.49 ( ) 3.50 ve üstü ( )

KPSS sınavına girmeyi planlıyor musunuz?

Evet ( ) Hayır ( )

Mezuniyet sonrası öğretmen olmayı planlıyor musunuz?

Evet ( ) Hayır ( )

APPENDIX 2: Attitude Scale Towards the Alternative Assessment Evaluation Process

ALTERNATİF ÖLÇME DEĞERLENDİRME SÜRECİNE YÖNELİK TUTUM ÖLÇEĞİ

Aşağıda verilen ifadelere katılım düzeyinizi belirtiniz.	**Hiç Katılmıyorum**	**Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Tamamen Katılıyorum**
1. Alternatif ölçme değerlendirme ile öğrencilerin üst düzey düşünme becerileri (eleştirel düşünme, yaratıcılık vb) ölçülür.					
2. Alternatif ölçme değerlendirme ile öğrencinin derse karşı ilgi merak ve özgüveni artar.					
3. Alternatif ölçme değerlendirme yöntemlerini değerlendirmesi zordur.					
4. Alternatif ölçme değerlendirme yaklaşımları öğrencilerin öğrendikleriyle gurur duymalarını sağlar.					
5. Performans ve portfolyo değerlendirmeleri öğrencilerin günlük hayattaki problemlere çözüm üretmelerine olanak sağlar.					
6. Alternatif ölçme değerlendirme öğrencileri derse güdüler.					
7. Proje görevlerinin objektif olarak değerlendirilmesi çok zordur.					
8. Alternatif ölçme değerlendirme yöntemleri öğretim sürecini eğlenceli bir hale getirir.					
9. Alternatif ölçme değerlendirme yöntemleri ezbere dayalı öğretimi ortadan kaldırmaya yardımcı olur.					
10. Porfolyo çalışmaların depolanmasının ve elde edilen verilerin analizinin zaman alıcı olması nedeniyle kullanışlı değildir.					
11. Alternatif ölçme değerlendirme öğrencilerin yeteneklerini etkili ve verimli bir şekilde değerlendirmesine olanak tanır.					
12. Alternatif ölçme değerlendirme yöntem ve tekniklerinin sayıca fazla olması kullanım açısından bir sorun oluşturur.					
13. Alternatif ölçme değerlendirme süreci, öğrencilerin neyi ve nasıl öğrendiğini gösterir.					
14. Alternatif yöntemler geleneksel yöntemlere göre daha karmaşıktır.					
15. Alternatif ölçme değerlendirme yöntemlerini uygulaması zordur.					

APPENDIX 3: Assessment and Evaluation Competence Survey

Değerli öğretmen adayı aşağıda verilen ölçme araçlarını kullanmada kendinizi ne kadar yeterli gördüğünüzü lütfen her maddeye bir işaret koyarak belirtiniz.

	Oldukça Yetersiz	**Yetersiz**	**Kısmen Yeterli**	**Yeterli**	**Oldukça Yeterli**
Bulmaca					
Gösteri					
Yazılı Rapor					
Çalışma Kâğıdı					
Dönem Ödevi					
Eşleştirme					
Akran Değerlendirme					
Grup Değerlendirmesi					
Tutum Ölçeği					
Öz Değerlendirme					
Öğrenme Güçlüğünü Belirleme Testi					
Kavram Yanılgısı Belirleme Testi					
Mülakat					
Uzun Cevaplı Yazılı Yoklama					
Kısa Cevaplı / Boşluk Doldurma Sorusu					
Kavram Haritası					
Performans Görevi					
Çoktan Seçmeli test					
Sözlü Yoklama					
Proje					
Doğru-Yanlış Testi					
Gözlem					
Seviye Belirleme Testi					
Süreç Değerlendirme					
Kontrol Listesi					
Araştırma Kâğıdı					
Öğrenci Gelişim Dosyası (Portfolyo)					
Dereceli Puanlandırma Anahtarı (Rubrik)					
Sunum Değerlendirme					
Yapılandırılmış Grid					
Anlam Çözümleme Tablosu					
Kelime İlişkilendirme					
Zihin Haritası					

APPENDIX 4: Open-Ended Questions

1. Do you consider yourself competent in applying Alternative Assessment and Evaluation methods?
2. Which Alternative Assessment and Evaluation methods do you plan to use? Why?
3. Do you think Alternative Assessment and Evaluation methods benefit students?
4. What challenges might you encounter when applying Alternative Assessment and Evaluation methods? How would you address these challenges?

APPENDIX 5: Approval of Research Committee

Evrak Tarih Sayısı: 13.02.2023-406633

T.C.
TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu Başkanlığı

Sayı : E-29563864-050.03.04-406633 13.02.2023
Konu : Kararlar

Sayın Doç. Dr. Kutay UZUN

Danışmanlığını yaptığınız, Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Yüksek Lisans Programı öğrencisi Semra KODRA tarafından, Trakya Üniversitesi Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu'nun 08.02.2023 tarihli toplantısında alınan 01/12 numaralı kararı ile uygun görülmüştür.
Gereğini bilgilerinize rica ederim.

Prof. Dr. Ayhan GENÇLER
Başkan

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