

**AN INTEGRATED LANGUAGE TESTING PROGRAM FOR THE 4<sup>th</sup>  
GRADE YOUNG EFL LEARNERS: AN ATTAINMENT-BASED  
PERSPECTIVE**



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**MA THESIS**

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Bu tezin İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

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*To my beloved mother, Saliha FİŐNE...*

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**(MA Thesis)**

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**ABSTRACT**

In this study, it was aimed to develop and suggest an integrated language testing program for the 4<sup>th</sup> grade young EFL learners (ILTPY). In line with this main aim, it was attempted to investigate the existing language assessment practices, describe the assessment needs and expectations of the stakeholders, and measure the effectiveness of the two-unit implementation of ILTPY. The mixed-method research approach was adopted to collect quantitative and qualitative data. Data collection was conducted in two stages. In the first stage, 13 EFL teachers and 166 students at the 4<sup>th</sup> grade in the primary state schools in Ankara were interviewed, and 12 teachers were observed for their in-class assessment practices and assessment needs. These participants were selected with convenience sampling. In the second stage, data were collected through the assessment tasks, objective-based checklists, end-of-unit conferences, achievement test, and follow-up interviews from the 4<sup>th</sup> grade classrooms including 73 students and 4 EFL teachers. The basic findings show that teachers mainly administer formative assessment, and writing and vocabulary are the skills assessed more commonly. The stakeholders generally expect the success from EFL assessment process, and the pupils prefer the assessment tasks which require their active participation. The two-unit implementation of ILTPY illustrates that the assessment tasks are appropriate to the young learners' characteristics, facilitate the learners' attainment to language objectives, and have a positive washback on EFL learning. Additionally, the assessment scores obtained from these tasks are consistent with the

classroom-based assessment scores in terms of the correlation values between assessment task and objective-based observation scores.

**Key Words** : Assessing young EFL learners, task-based language assessment, objective-based language attainment

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# **4. SINIF ÖĞRENCİLERİ İÇİN BÜTÜNLEŞİK BİR DİL ÖLÇME VE DEĞERLENDİRME PROGRAMI: ERİŞİM TEMELLİ BAKIŞ AÇISI**

**(Yüksek Lisans Tezi)**

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**ÖZ**

Bu çalışmada 4. sınıf seviyesinde İngilizce öğrenen çocuklar için bütünleşik bir dil ölçme programı (ILTPY) geliştirmek ve önermek hedeflenmektedir. Bu ana amaç doğrultusunda, var olan dil ölçme uygulamalarını incelemek, paydaşların ölçme ve değerlendirme ihtiyaç ve beklentilerini tanımlamak ve ILTPY'nin iki ünitelik uygulamasının etkililiğini ölçmek istenmiştir. Nicel ve nitel veri toplamak için karma-yöntem araştırma yaklaşımı benimsenmiştir. Veri toplama iki aşamada gerçekleşmiştir. İlk aşamada, Ankara'da devlet ilkokullarında görev yapan 13 İngilizce öğretmeni ve 4. sınıfta okuyan 166 öğrenci ile sınıf içi ölçme aktivitelerini ve ölçme ihtiyaçlarını belirlemek amacıyla görüşme yapılmış ve 12 öğretmen gözlemlenmiştir. Bu katılımcılar, uygun örneklem yoluyla seçilmiştir. İkinci aşamada, 4. sınıfta okuyan 73 öğrenciden ve görev yapan 4 İngilizce öğretmeninden ölçme görevleri, kazanım temelli gözlem kontrol listeleri, ünite sonu konferansları, başarı testi ve tamamlayıcı görüşmeler yoluyla veri toplanmıştır. Temel bulgular, öğretmenlerin başlıca olarak biçimlendirici ölçme yaptığını ve yazma ve kelime becerilerinin daha yaygın olarak ölçüldüğünü göstermektedir. Paydaşlar, yabancı dil olarak İngilizcenin ölçülmesi sürecinden genel olarak başarı beklemekte ve öğrenciler kendi aktif katılımını gerektiren ölçme görevlerini tercih etmektedirler. İki ünitelik ILTPY uygulaması, ölçme görevlerinin çocukların karakteristik özelliklerine uygun olduğunu, öğrencilerin dil kazanımlarına erişimlerini kolaylaştırdığını ve yabancı dil olarak İngilizce öğrenimine olumlu etkisi olduğunu göstermektedir. Ek olarak, bu görevlerden elde edilen ölçme

puanları, ölçme görevi puanları ve gözlem puanları arasındaki korelasyon değerleri bakımından, sınıf-temelli ölçme puanları ile tutarlıdır.

Anahtar Kelimeler : Çocuk yaşta İngilizce öğrenenleri ölçme, görev-temelli dil ölçme, kazanım temelli dil erişimi

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## LIST OF ABBREVIATIONS

CBO	Classroom-based Observation
CCM	Constant Comparison Method
CEFR	Common European Framework
CoE	Council of Europe
CRT	Criterion-referenced Test
EFL	English as a foreign language
ELT	English Language Teaching
ILTPY	Integrated Language Testing Program for Young Learners
MoNE	Ministry of National Education
NRT	Norm-referenced Language Tests
SSI	Semi-structured Interview
SPSS	Statistical Package for the Social Sciences
TLU	Target Language Use
YLLs	Young Language Learners

# CHAPTER I

## INTRODUCTION

### **Background to the Study**

Language testing is a medium which connects the language learners, teachers and other participants, and it enables them to focus on a common sense: achievement. Assessment and evaluation in EFL (English as a foreign language) learning provide a basis for the students' achievement and attainment. Also, the pupils, i.e. young learners, perform a significant role in their own language achievement in view of their critical age and peculiar characteristics.

Assessing the foreign language learnt by young learners requires authentic and communicative testing setting with respect to the pedagogical perspectives of language teaching. The literature displays some research studies which have been conducted for the purposes of describing assessment in young learners' classrooms in consideration of the different variables such as the age level, cultural differences and standardization. Nevertheless, it can be stated that there is a lack of integration of assessment program into language teaching. Accordingly, this research study primarily aims to develop and suggest a language testing program in order to assess young EFL learners communicatively and authentically. In relation to this aim, the study attempts to describe the existing assessment program in the primary state schools and assessment needs of the stakeholders. Because of the time restriction, the implementation of the ILTPY (Integrated Language Testing Program for Young Learners) is narrowed down to the 4<sup>th</sup> grade learners in the mainstream schools. With regard to the language teaching program in use, it is assumed that young learners have interlanguage level to achieve the objectives of ILTPY. Likewise, the two-unit implementation of the program may be considered as generalizable to the whole assessment and evaluation program in terms of its design and scope. In view of the instructional gains to be achieved, this research study may contribute to language testing

domain with the development of ILTPY by taking young learners' assessment needs into consideration and integrating assessment into teaching.

In this chapter, theoretical background to the study is thoroughly discussed. The problem is explained by referring to the relevant research studies and existing gap in the literature. The aims and research questions leading to data collection are given in the light of the problem. Similarly, the main significance of the study is explicated in detail from both academic and practical perspectives. In addition, this study is based on some assumptions which are taken into consideration with the purpose of conducting a reliable research. These assumptions are comprehensively clarified in terms of data collection, sampling, participants, and ILTPY implementation. Finally, the major limitations recognized during the research are elucidated with reference to time, resources and data collection.

### **Problem Statement**

In teaching EFL, language assessment and evaluation are regarded as the decision-makers in quantifying and interpreting the students' achievement, making judgement on the effectiveness of curriculum, and usefulness of language materials (Bachman & Palmer, 2010); for this reason, they are crucial parts of a language teaching program. Today, various kinds of language testing methods have been used in practice at the mainstream schools. As a rule of thumb, classroom-based assessment is mainly administered in YLLs' (young language learners') classrooms (Hasselgreen, 2005) whereas the high-stake examinations are the gatekeepers of the powerful decisions in many EFL-driven areas such as business, education or citizenship (Shohamy, 2014).

In Turkish educational setting, primary schools in MoNE (Ministry of National Education) are the examples of the mainstream schools where English is a compulsory course which YLLs attend for two or three hours a week in accordance with the principles of language teaching program devised by MoNE in 2013. In addition to teaching English, language teachers are responsible for designing, administering, scoring, and interpreting language tests in the primary schools in order to assess and evaluate young learners' success and identify their strengths and weaknesses. In view of the current assessment program of ELT (English Language Teaching) curriculum in MoNE, it is stated that EFL teachers are supposed to use the pen-and-paper tests including speaking and listening skills in order to assess their pupils' performance communicatively in consonance with teaching

methodology. However, there are some research studies (Rea-Dickins & Rixon, 1999; Yıldırım & Örsdemir, 2013) which indicate that teachers' in-class assessment practices do not reflect the curricular objectives. A large-scale research on the policy and practice in primary schools across the world (Rixon, 2013) explains that Turkish YLLs are tested with the classical and summative ways. That is to say, young learners are assessed through the traditional methods like mechanical questions and written examinations testing the receptive knowledge, some of which are based on teachers' personal opinions and judgements. On the other hand, embeddedness of assessment is one of the big issues which the pupils have experienced (Johnstone, 2000). Generally, teaching and testing are taken into account separately, not integratively. That is why YLL assessment is seen as an external part of language teaching. This rationale mentioned above presents a rather subjective and unfamiliar language testing environment which may be open to errors of measurement. Likewise, such assessment types may cause poor evaluative decisions; therefore, poor decisions may mislead the further teaching implementations.

In sum, the problem arises from the outside status of testing. Language testing in young learners' classrooms should not only reflect the curricular objectives but also be seen as an internal part of language teaching. In order to assess the achievement of young learners' language communicatively and authentically, it is necessary to promote YLLs' language attainment in their natural learning setting and also integrate the assessment into language teaching. For this reason, an integrative language testing program should be developed and suggested on the basis of meeting young learners' pedagogical and assessment needs.

### **Aim of the Study**

With respect to the problem, the overall aim of the study is to develop and suggest an integrative language testing program in order to assess YLLs' language performance communicatively and provide reliable feedback for the stakeholders. In accordance with this main aim, this study attempts to describe the existing testing perspective in terms of the strengths and weaknesses, and find out the stakeholders' assessment needs and expectations in the 4<sup>th</sup> grade classrooms in MoNE. Correspondingly, it is planned to identify the effectiveness of ILTPY. Besides, the study is principally based upon a target to increase learners' language attainment through the integration of ILTPY into language teaching.

In the light of the aims of the study, it is attempted to answer three main questions given below:

1. How is English language proficiency assessed and evaluated in the 4<sup>th</sup> grade classrooms at the primary schools in MoNE?
2. What are the assessment needs and expectations of the stakeholders from the 4<sup>th</sup> grade language testing?
3. How effective is ILTPY in the 4<sup>th</sup> grade language classrooms?

These are the general questions which may make possible to describe the current language assessment in MoNE, explain the assessment demands in view of the pedagogical implications, observe the language attainment of young learners in relation to testing system, and finally define the effectiveness of ILTPY with respect to its embeddedness in EFL teaching. The research questions, which are devised from these main questions mentioned above, will be given in detail in Chapter 2.

### **Significance of the Study**

Assessing young learners is a prevailing research area in which many different kinds of study have been conducted all around the world. From a broader perspective, these research studies can be categorized according to the age level of the students, assessment methods in use, and classroom practices in different cultures. On the basis of cultural context, it is widely seen that plenty of research studies have been conducted (Bailey, 2005; Bailey & Butler, 2004; Brumen, Cagran & Rixon, 2009; Edelenbos & Vinje, 2000; Gattullo, 2000; Hasselgreen, 2000; Hasselgreen, 2005; Hasselgreen, 2013; Leung & Rea-Dickins, 2007; Rea-Dickins & Rixon, 1999; Shaaban, 2005; Yang, 2008; Zangl, 2000). On the other hand, there are various studies carried out with the aim of examining the young learners' language teaching program, textbooks, and test anxiety with respect to Turkish educational setting (Aydın, 2009; Kırkgöz, 2008; Kırkgöz & Ağçam, 2012; Mirici, 2008; Sariçoban & Hasdemir, 2012; Sariçoban & Kuç, 2010; Yıldırım & Örsdemir, 2013; Yılmaz & Akcan, 2011). In view of these research studies, it can be stated that YLL assessment has been investigated from different aspects but there is still a lack of relevant research studies on integrating language assessment into young learners' EFL teaching program. Accordingly, this research may contribute to language teaching and testing domains as a nationwide study which offers the practical implementation of language assessment. In classroom setting, ILTPY may foster language testing in the selected

domain and increase the testing awareness in classroom. Thus and so, YLLs may develop positive attitudes towards language learning and assessment by means of positive washback. Another important point of the study is that ILTPY, as an end-product, may be used or adapted by EFL teachers of young learners across the board. Similarly, this language assessment program may be adapted with the purpose of testing English at other levels. To sum up, the research study may have a significant role in terms of bringing considerable gains to language assessment literature and providing language attainment for young learners in relation to the development of existing assessment perspective.

### **Assumptions**

In reference to the aims of the study, the research study is based on the implementation of ILTPY in the 4<sup>th</sup> grade young learners' classrooms. First of all, it is assumed that the YLLs have background knowledge about the communicative forms and functions given in the curriculum in order to ensure reliable and valid outcomes about the effectiveness of the suggested program as the spiral curriculum model is in use. From this perspective, the students are expected to have used their essential learning to reach the instructional objectives at that level. Second, it was planned to sample YLLs as a subject group of the study in the mainstream schools in Ankara. In accordance with the research aims, the study was conducted in Ankara because it represents the diversity for generalizable results. Additionally, EFL teachers are considered to have had a rich knowledge of language assessment literacy for the purpose of utilizing ILTPY tasks. In practice, ILTPY is a symbiotic program which aims to assess all objectives established in language teaching curriculum at the 4<sup>th</sup> grade level. Because of the time restriction, the two-unit program, congruent with teaching content, was implemented in YLLs' classrooms. In view of this restriction, the two-unit implementation is regarded as generalizable to the whole program. Another assumption is related to the subjective interview responses given by the pupils and teachers. It is expected to get their truthful opinions for conducting a study without errors of measurement. Finally, ILTPY is based on collaborative language testing; that's why it is supposed in this study that all stakeholders have participated in testing procedure.

## **Limitations**

With regard to data collection, the first limitation of the study was about the restricted time and resources. In view of the allotted time for this research, ILTPY was narrowed down to the 4<sup>th</sup> grade level even though it was intended to develop for all levels of the school-age learners. In a similar vein, semi-close-ended items were given in interview questions in consideration of possible lack of assessment literacy among the participants. Another limitation was about timing. Two-unit implementation of the study was conducted congruently with the mainstream language instruction. Due to the well-defined learning process, additional time was necessary to implement the assessment tasks in ILTPY. In view of data analysis, there were some missing points in YLLs' interview responses. These points were taken into consideration as 'not defined' answers to ensure the reliability of the study. The final restriction was related to writing objective speaking items for achievement test. As the data collection tool used for measuring the effectiveness of ILTPY, multiple choice items were written in line with the stages of test development and curricular objectives. Due to the large-scale administration, and issues of practicality and reliability, speaking items in this test were written indirectly on the basis of the communicative language dialogues.

## **Definitions**

*Classroom-based assessment:* "Classroom assessment or teacher assessment refers to assessment carried out by teachers in the classroom." (McKay, 2006, p. 140).

*Formative assessment:* "Formative assessment is carried out during the learning process as an intervention that is designed to encourage further learning and change. It is frequently used in contrast to summative assessment." (Fulcher and Davidson, 2007, p. 372).

*High-stake examinations:* Bachman and Palmer (2010) state that high-stake examinations are given to a large number of test takers, and also many resources are reviewed in view of the results of these tests.

*Mainstream schools:* These are the state schools in MoNE.

*Task-based assessment:* It is "the assessment of task outcomes in terms of learner/examinee success or failure to accomplish the task" (Norris, Brown, Hudson, & Yoshioka, 1998, p. 53).

*Test Blueprints*: “A detailed accounting of the test format and general test design which serves as a basis for providing information for candidates and test users, and for writing new versions of a test.” (McNamara, 2000, p. 138).

*Rubrics (rating scales)*: Fulcher (2010) defines that rubrics “typically consist of a number of levels, along with a short verbal descriptor of ‘what the learners can do’ at each level.” (p. 14).

*Washback*: Hughes (2003) defines that “the effect of testing on teaching and learning is known as backwash, and can be harmful or beneficial.” (p. 1).





## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **Introduction**

This chapter gives information about the theoretical background and relevant research studies about the assessment of YLLs. It includes three main components: language assessment and evaluation, assessing young learners, and developing language tests for young learners. In the first part, language testing is discussed in terms of the basic terminology, historical development, purposes, types of language tests, and recent trends. In the second part, the characteristics and assessment needs of young learners are described, and the assessment ways of the language skills and prevalent approaches such as classroom-based, attainment-based and task-based assessment in YLL classrooms are explained. Finally, the third part illustrates the basic qualities of language tests, developing language tests for YLLs, scoring these tests and ensuring reliability and validity.

#### **Language Assessment and Evaluation**

##### **Language Teaching and Testing**

Language teaching is a wide-ranging field in which many components have been utilized systematically. As an essential component, testing is an umbrella term which includes language assessment and evaluation. In addition to “a complex social phenomenon” (Fulcher, 2010, p. 1), it is a crucial part of a language program. Not only does it give overall feedback on language course, but also it offers opportunities to make high-stake decisions. Broadly speaking, language tests are useful tools providing rich information about language instruction, recognizing strengths and drawbacks, determining the efficacy of language materials, and also making judgement on the test takers’ language performance (Bachman & Palmer, 1996, p. 8).

Language testing is regarded as a whole with language assessment and evaluation. Bachman and Palmer (2010) state that “in our field, the terms ‘assessment’, ‘measurement’, ‘test’, and ‘evaluation’ are commonly used to refer to more or less the same activity: collecting information.” (p. 19). Whereas these concepts are based on the same paradigm, assessment and evaluation are slightly different in practice. Brown (2007) defines the assessment “it is an integral aspect of the pedagogical process of designing lessons, implementing them, and evaluating their success.” (p. 443). On the other hand, according to some language testing experts’ views, assessment refers to a never-ending “process of both formal and informal performance measures” (Brantley, 2007, p. 31). As regards the evaluation, “it is a broader concept than assessment and involves collecting and making decisions about the effectiveness of a particular program.” (Brindley, 2003, p. 311). It is “primarily about decision making” (Geneese & Upshur, 1996, p. 4). In evaluation, a number of various standards, which are established in consonance with language instruction, are employed. (Rea-Dickins & Germaine, 1992). That is to say, it means to compare the numerical values obtained from the measurement with the language objectives or benchmarks and consequently make decisions on the performance. In line with these definitions, language testing is a comprehensive term covering assessment and evaluation procedures which can be integrated into language testing by observing the language performance, converting it into numerical data, associating it with definite standards, and then interpreting it.

Briefly, language testing is a fundamental component of English language. It is considered as a part and parcel of a language teaching program. In addition to describing the learners’ language performance in numbers, it facilitates test users to make judgement on language learning and teaching with reference to this numerical data. Douglas (2010) emphasizes that understanding these terms facilitates determining the purpose of testing and making inferences from the observed behaviour (p. 5).

### **Language Testing History**

Language testing has a long history of development in accordance with language teaching domain. There are different kinds of the classification of language testing history (Brown, 2005; Madsen, 1983; Shohamy, 1997; Weir, 2005). While Madsen (1983) divides it into three phases: “intuitive, scientific and communicative” (p. 6), Shohamy (1997) discusses about testing development as “the discrete point”, “the integrative” and “the

communicative”. On the other hand, Brown (2005) uses the term “movement” for each period of testing and divides it into four parts: prescientific, psychometric-structuralist, integrative-sociolinguistic, and communicative periods.

With reference to Madsen’s classification (1983), intuitive stage, which is called as prescientific period (Brown, 2005; Weir, 2005), is the first area in which language testing takes place in teaching setting. In view of the main periodical philosophy, “language testing is associated with the grammar translation approaches to language teaching.” (Brown, 2005, p. 19). Presumably, teachers use their personal judgement, opinions and experiences to grade students’ behaviour. Secondly, scientific stage brings a new operational perspective into language testing. It is the first time when the test developers attempt to ensure the reliability and validity of test scores. In other words, standardized language tests play a leading role in educational measurement. Thirdly, communicative stage gives emphasis on the authentic language use of the foreign language rather than the language itself. In this era, the learners are required “to produce and comprehend language” (Shohamy, 1997, p. 142), and they are evaluated alternatively in view of their language proficiency. In order to conduct communicative assessment, a range of assessment methods such as role-playing, problem solving, pair-and group-work activities, and language tasks are used as process-oriented methods and tests (Brown, 2005).

In conclusion, language testing has been developed in the light of the improvements in language teaching. At first, it was based upon teachers’ intuitive decisions. Then, it has been innovated with regard to the basic qualities and standards. Finally, the real language use in testing has gained importance in addition to the administration of learning-oriented assessment tasks.

### **Purposes of Language Testing**

Fulcher states (2010) that “the act of giving a test always has a purpose” (p. 1). Accordingly, the purpose is a core element of language teaching and testing as it is the evidence of the attainment, and it performs a role as a criterion for evaluation. To have a deep understanding about the learners’ performance, a teacher needs to figure out the purpose of the assessment which s/he conducts in the course (Cunningham, Thorndike, & Hagen, 1991, p. 194). Essentially, “language tests also differ according to their purposes.” (McNamara, 2000, p. 6). In view of this perspective, there are many different purposes of

language test administration. For instance, Davies (1990) emphasizes the primary purposes in language testing as “selection, feedback, evaluation and research” (p. 20). Alternatively, Hughes (2003) puts forward the language test purposes as proficiency, formative, achievement, and diagnostic tests (p. 8). Summarily, language testing has six main purposes: diagnosing, proficiency, achievement, formative, and summative. These purposes are described in detail below:

*Diagnosing:* The aim of diagnostic tests is “to identify learners’ areas of strength and weakness” (Carr, 2011, p. 7).

*Proficiency:* Proficiency tests have a purpose to measure the test takers in terms of “performing a certain task or following a specific course” (Heaton, 1990, p. 17).

*Achievement:* Brantley (2007) emphasizes the goal of achievement tests as defining the learners’ “level of mastery in one or more areas of the curriculum” (p. 36).

*Placement:* The purpose of placement enables the test users to group the students into appropriate programs according their levels (Harrison, 1983, p. 4).

*Formative:* “Assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plan.” (Hughes, 2003, p. 5)

*Summative:* These kinds of language tests summarize the overall achievement of the learners at the end of the program and give feedback on the achievement of course objectives (Gipps, 1994).

Characteristically, achievement purpose requires more objective-based testing tools while the general mastery is assessed in proficiency tests. On the other hand, formative assessment focuses on process-oriented testing whereas summative assessment is product-oriented. In addition to describing learners’ language profile, diagnostic purpose provides in-depth information about their performance. The purpose of placement can be adapted to a broader field including language teaching and testing. To conclude, the assessment purposes shape the development, adaptation, and administration of language tests. That’s why the aim should be identified at the beginning of assessment procedure.

## Types of Language Tests

Language tests, which are developed in consonance with the assessment purposes, are categorized according to their practical use in the classrooms. There is a wide range of language test classifications (Brown, 2004; Carr, 2011; CoE, 2001; Madsen, 1983; Hughes, 2003). The basic classification is illustrated in Table 1.

Table 1

### *The Basic Classification of Language Tests*

1. Knowledge & Performance Tests	6. Diagnostic & Placement Tests
2. Achievement & Proficiency Tests	7. Formative & Summative Tests
3. Discrete-point & Integrated Tests	8. Receptive & Productive Tests
4. Objective & Subjective Tests	9. Communicative Language Tests
5. Norm-referenced & Criterion-referenced Tests	

Knowledge tests assess the structure of the target language itself whereas performance tests are related to the real language use. Proficiency tests are employed “to measure people’s ability in a language” while achievement tests measure “how successful individual students, groups of students, or the courses themselves have been in achieving objectives” (Hughes, 2003, p. 13). What’s more, proficiency tests aim to measure global competence in a language (Brown, 2007). Discrete-point tests specifically focus on each part of language whereas integrative tests combine various language skills as a whole (Brown, 2005, p. 25). “The practice of testing separate, individual points of knowledge is known as discrete-point testing.” (McNamara, 2000, p. 14). Subjective tests are based on the testers’ personal decisions while objective tests are administered and graded with key-specific rubrics (CoE, 2001, p. 188). Norm-referenced tests (NRT) provide the information about the test takers’ success and level on the basis of the group norms whereas criterion-referenced tests (CRT) are scored and graded by means of the benchmarks and observable constructs which are defined in line with the course objectives (Davies, 1990). Placement tests help test users describe the students’ level for appropriate group (Carr, 2011, p. 7) whereas diagnostic tests are “used to identify test takers’ strengths and weaknesses, by testing what they know or do not know in a language, or what skills they have or do not have” (Davies et al., 2002, p. 43). Summative tests are the end-of-term examinations and report the learners’ achievement to external authorities (Brindley, 2003) whereas formative tests are process-orientated examinations. Productive tests are mainly based on speaking

and writing skills which require creative responses (Madsen, 1983) whereas receptive tests have a strong tendency to assess students' productive ability in speaking and writing. Communicative language tests, which have been constructed in the light of recent developments, have two basic characteristics: offering "an extended act of communication" and giving "the social roles" to test takers (McNamara, 2000, p. 17).

### **Communicative Language Testing**

The fact that communication is seen as the teaching focus has profoundly influenced the language testing practices (Lado, 1961, pp. 1-2). In line with developments in language teaching methodology related "to the communicative – or message transmission – aspect of language, as opposed to an earlier almost exclusive emphasis on grammatical forms and the ways in which they could be combined to form grammatical sentences." (Wesche, 1983, p. 41), communicative language testing has gained importance as opposed to conventional testing.

McNamara (2000) emphasizes the development of communicative language tests and their integration into language assessment domain with Hymes's theory of communicative competence. This theory makes a huge impact on language teaching and assessment from the perspective of meeting the communicative demands. Savignon (1976) underlines that "if we teach for communicative competence, we have to test for communicative competence, so that we and our students know how well we are doing what we purport to be doing" (p. 5). That is to say, it is required to embed communicative teaching activities in language testing. "Communicative testing must be devoted not only to what the learner knows about the second language and about how to use it (competence) but also to what extent the learner is able to actually demonstrate this knowledge in a meaningful situation." (Canale & Swain, 1980, p. 34). This approach enables testers to develop communicative language tests which support the students to use the real language in an authentic setting. Harrison (1983) summarizes three characteristics of communicative tests: they should (1) "assess language used for a purpose beyond itself", (2) "depend on the bridging of an information gap", and (3) "represent an encounter" (pp. 77-78). Accordingly, these kinds of language tests should be comprehensively constructed, based upon making sense of exchanged information, and sequentially promoted with different responses given by the test takers.

According to communicative language testing paradigm, authentic assessments tools have gained credibility among the test developers. For example, “some programs have initiated portfolio assessment, the collection and evaluation of learner poems, reports, stories, videotapes, and similar projects in an effort to better represent and encourage learner achievement in terms of their communicative competence.” (Savignon, 2005, p. 640). The use of communicative language tasks as alternative assessment methods and techniques has made possible to observe the language performance in the natural learning setting.

## **Assessing Young Language Learners**

### **Characteristics of Young Language Learners**

As a foreign or second language, learning English addresses to a wide range of language learners. “Young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling.” (McKay, 2006, p. 1). By turning this age level into the advantage, the pupils learn the language enthusiastically and joyfully. Theoretically, the young learners are aged from five to twelve (McKay, 2006; Rea-Dickens, 2000). That is to say, this age group refers to the students from the 1<sup>st</sup> grade to 7<sup>th</sup> grade at mainstream schools in MoNE in Turkey. In view of their age level, the main characteristics of YLLs are mainly described below (Cameron, 2001; Hasselgren, 2000; Hughes, 2003; Scott & Ytreberg, 1990):

- Children try to make sense of their world with their limited experiences through games and stories.
- Children are less inhibited by affective distractors; so their level of social anxiety is low.
- Social environment is the centre of language learning for them.
- Their cognitive, emotional, physical, and social developments are regarded as a whole.
- They have short and limited span of concentration.

These characteristics should be taken into consideration in language teaching and testing continuum. In teaching English to young learners, another important point is their cognitive development. Cameron (2001) puts emphasis on YLLs’ language development in line with three main cognitive development approaches developed by Piaget, Vygotsky, and Bruner. Whereas Piaget’s view is about young learners’ constructing the knowledge

and making sense of their own learning (Williams & Burden, 1997), Vygotskian perspective draws attention to social constructivism; namely, learning through social interactions (Lightbown & Spada, 2013). On the other hand, Bruner stresses the significance of “scaffolding” in young learners’ teaching. Scaffolding enables “the teacher to modify the child’s instruction based on his or her needs at any given moment in time” (Brantley, 2007, p. 11). In other words, it provides a collaborative and supportive educational environment for adults and pupils.

In respect of YLLs’ basic characteristics, it can be deduced that teaching and testing setting should be arranged in the way of providing practical, authentic, and appropriate language input. In view of the implementation of the cognitive-linguistic development perspectives, it is important to take YLLs’ developmental needs into the account. Their language courses are expected to provide more concrete and colorful prompts for YLLs’ in-class participation. Besides, language learning should be supported with social interactions and instructional mediation.

### **Assessment Needs of Young Language Learners**

Language assessment is a wide-ranging domain in which many participants perform different roles. As regards the active participants of YLLs’ assessment, McKay (2006) states that a number of people have various responsibilities in the assessment process. Accordingly, assessing young learners is a comprehensive field which aims to meet the needs and expectations of the stakeholders such as pupils, parents, assessors, and instructors. Since the young learners actively take part in constructing their own language learning, assessment procedure should primarily cater for the pupils’ needs of learning and testing. “YLLs have rather different assessment needs from older learners, who often need documentation of their ability for external purposes, such as study or work.” (Hasselgreen, 2012, p. 171). That is to say, their different needs mainly require the appropriate-to-level testing.

Similarly, assessment practices in YLLs’ classrooms are relatively different from other age levels in view of some factors such as “age”, “content of language learning”, “methods of teaching”, “aims”, and “learning theories” (Cameron, 2001, p. 214). In order to assess young learners in the way of learning English, these factors should be taken into account. In consonance with their main characteristics, the assessment of young learners’ performance should be developed by taking into consideration some important

requirements as given below (Cameron, 2001; Hasselgreen, 2005; Hughes, 2003; Linse, 2005; McKay, 2006):

- Assessment procedure should be designed in accordance with the test specifications.
- Assessment tasks should be oriented to the age level and characteristics of young learners (Carr, 2011, p. 193).
- Assessment tasks should motivate young learners' participation in language use.
- Assessment tasks should be interesting and supportive for young learners.
- Assessment should monitor learning process for the purpose of defining strengths and weaknesses.
- Assessment results should give useful feedback to the learners, parents and decision makers.
- Assessment should minimize affective filter. On the contrary, it should promote positive feelings of learning.
- Time allotted for assessment should be arranged in line with their span of concentration.
- Language teaching and assessment should be integrated and accepted as a united process.
- The young learners should be tested as a whole in view of their cognitive, physical, psychological and emotional development.
- Assessment should consider the possible language testing problems such as compensating for the lack of cultural knowledge, integrating the assessment tasks into the language learning, and individual differences which the pupils have (Johnstone, 2000, pp. 128-130).

Briefly, the assessment tasks including *instructions*, *formats*, and *procedure* should be tailored to young learners' needs, expectations and characteristics. YLLs' assessment should be respected as "an integral part in the language learning process (Zangl, 2000, p. 257). In view of the theoretical background about YLLs' assessment needs, it can be seen that Hasselgreen (2005) conducted a research study with the purpose of investigating to what extent young learners' needs were met by the existing assessment activities and found that their needs were fulfilled by the assessors and related program.

### **Assessing Young Learners' Language Skills**

Assessment is an essential component of a language learning and teaching. Also, it is necessary to “help teachers and administrators make decisions about students’ linguistic abilities, their placement in appropriate levels, and their achievement.” (Shaaban, 2005, p. 35). The significant developments in teaching language to children has brought into question the convenient and effective assessment of young learners’ performance in language classrooms (Rea-Dickins, 2008; Zangl, 2000). Assessing young learners’ language skills is one of the major concerns.

In assessing language skills, it is significant to keep YLLs’ needs in mind as well as handling the problems such as “individual differences, lack of learners’ cultural knowledge and teachers’ testing literacy and affective inhibition” (Johnstone, 2000, pp. 128-130). Theoretically, some studies emphasize that teaching and testing should be seen as a whole process in terms of the practice and implementation (Cameron, 2001; McKay, 2006; Hughes, 2003; Zangl, 2000). In addition, Cameron (2001) states that learning activities can be adapted as assessment activities. At this point, teaching and assessing language skills may show similarities. “Language skills are often categorized as receptive and productive” (Helgesen, 2003, p. 23). Accordingly, these skills can be assessed productively and receptively.

### ***Testing Productive Skills***

Productive language skills require the students to process creative thinking and linguistic reasoning. These skills help the young learners to think about the communicative aspect of the language. As “the most highly prized language skill” (Lado, 1961, p. 239), speaking has a great importance in assessing young learners because the transmission of the information or reflection of understandings can be managed by speaking in a foreign language (Luoma, 2004).

Practically speaking, oral language use can be assessed by directing YLLs’ attention to the situations in which the target language is used actively by asking them questions or engaging them in conversation (Edelenbos & Vinje, 2000, p. 149). The most well-known speaking assessment techniques are observation, discussion, oral records in portfolio, self-assessment, news telling, storytelling, pictures talk, categorization tasks, oral presentations, question and answer tasks, picture cues, reading aloud, interview, prepared monologues, role plays, information gap activities, television and radio games, jigsaw activities, and

simulations (Bailey, 2003; Brown, 2004; Harmer, 2007; Hughes, 2003; Madsen, 1983; McKay, 2006). With respect to the importance of this oral ability, McKay (2006) offers three additional dimensions to speaking assessment: vocabulary, pronunciation and grammar, and emphasizes that these sub-skills are developed with speaking. Accordingly, they need to be assessed integratively.

As another important productive skill, writing is defined “as the ability to use the language and its graphic representation productively in ordinary writing situations” (Lado, 1961, p. 248). Writing is a cognitive process; that’s why it is not only product, but also process (McKay, 2006; Sokolik, 2003). In young learners’ classrooms, “eliciting” the productive language use is one of the writing assessment ways (Linse, 2005, p. 153). Because of the limited vocabulary and cultural background in target language, it should not be expected from young learners to write long and complex essays in a language test. In accordance with the YLLs’ level of literacy, length of form and function knowledge, writing should be integrated into language exams in a communicate way. The most prevalent written assessment techniques are portfolios, diaries, journals, speech bubbles, picture description, story completion, para-phrasing, free-writing, guided-writing, writing post-cards, invitation letters, e-mails, using karaoke, song lyrics, word mapping, brainstorming, conferences, and dictation activities (Brown, 2004; Harmer, 2007; Madsen, 1983; McKay, 2006; Sokolik, 2003).

### ***Testing Receptive Skills***

Receptive skills provide comprehensible input for young EFL learners to use the language authentically. They are based on the “language directed at learners” (Bailey, 2003, p. 48). The major receptive skills are regarded as listening and reading. Helgesen (2003) defines listening as a skill which “requires a person to receive and understand incoming information (input)” (p. 24). It is noteworthy that listening is the essence of oral skill development since both skills, *listening and speaking*, are “exercised together” in communication (Hughes, 2003, p. 160). For this reason, a new language is presented to young learners through listening passages, recorded texts, and real-life interactions.

Also, McKay (2006) assumes that listening is an “invisible” process (p. 207). So, the operational definitions of the listening performance are necessary to assess this skill. The most frequently used techniques are dictation, question-answer exercises, grid and charts, matching activities, note-taking, transferring information, true-false activities, pair or

group discussion, jigsaw listening, music and sound effects, stories, poetry, monologues, gist, reading aloud, conversations, and micro-listening (Brown, 2004; Buck, 2007; Harmer, 2007; Helgesen, 2003; Hughes, 2003; McKay; 2006).

As a second receptive skill, reading is the most sophisticated skill in addition to its practicality and learner-friendly context. Alderson (2005) defines that “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.” (p. 68). Assessing reading skill requires using indirect tasks which elicit reading comprehension. Accordingly, reading assessment tasks should be developed in view of young learners’ needs and characteristics. The texts should be suitable for their cognitive and socio-cultural level because young learners bring their schemata into play in order to comprehend the text (McKay, 2006). The common assessment techniques for reading skill are student-teacher conferences, portfolios, comprehension questions, story mapping, sequence of events, reading and retelling, picture matching, gap-filling activities, jigsaw reading, following instructions, prediction, and silent reading (Harmer, 2007; Hughes, 2003; McKay, 2006).

### **Classroom-based Language Assessment**

English, as a foreign language, is formally taught and tested in the classroom setting. Fulcher and Davidson (2007) state that “in the classroom the context is the learning environment, constructed of sets of learning experiences that are designed to lead to the acquisition of language and communication.” (p.25). Classrooms are the places where language teaching takes place, and language teachers arrange the assessment.

YLLs are more familiar with assessment and evaluation in classroom-setting defined as low-stake (Hasselgreen, 2005; Rea-Dickins & Gardner, 2000) due to their limited experience in high-stake testing system. Accordingly, classroom-based assessment is important for young learners because it is the first step, in which the assessment is introduced to them and shapes the overall attitudes towards language testing. Additionally, it is a way of “informing and improving learning” (Brindley, 2003, p. 326).

Classroom assessment is viewed as the teacher assessment (McKay, 2006, p. 141) because a language teacher, who puts into practice the language objectives and analyzes the needs of young learners, takes into consideration the learning needs and level of development in defining learning specifications and constructing assessment tools. Hamp-Lyons (2007)

emphasizes that “the learner, the teacher, and the classroom” are the central points of classroom-based assessment (p. 493). “Teachers and their learners are likely to spend more time on informal instruction-embedded assessment activities than on formal oracy or pencil-and-paper tests.” (Rea-Dickins, 2001, p. 434). To put it another way, language teachers establish learning objectives, then present activities and techniques for achieving these objectives, finally assess and evaluate the success by means of language tests (Cumming, 2009; Fulcher, 2010). In addition, they can “build up a solid and broadly-based understanding of the pupil’s attainment” by conducting classroom-based assessment (Gipps, 1994, p. 123). Accordingly, language teachers have a significant and active role in assessment procedure.

With regard to the main purposes of the classroom assessment, they can be identified as diagnosing strengths and weaknesses, making decisions about program, giving feedback to the stakeholders, and summarizing the success (McKay, 2006). It is obvious that this assessment cycle is more achievable and practical in view of classroom settings. Rea-Dickins, in her study in 2001, examined the classroom assessment, *teacher assessment*, extensively and formulated the stages of classroom-assessment step by step. Accordingly, these stages, as illustrated in Figure 1, are defined respectively as planning, implementation, monitoring, and recording and dissemination (p. 435). In planning, the aim is defined, assessment activities are selected, and testing environment is prepared. These activities are presented to the students, the necessary support and feedback are provided to them. It is attempted to develop learner autonomy in implementation stage. In view of monitoring, the indicator of the performance is recorded, inferences are made on it, the results are shared with the stakeholders, and language learning process is reviewed. Finally, the records are reported to policy makers, and the formal regulations can be adopted in accordance with these reports.

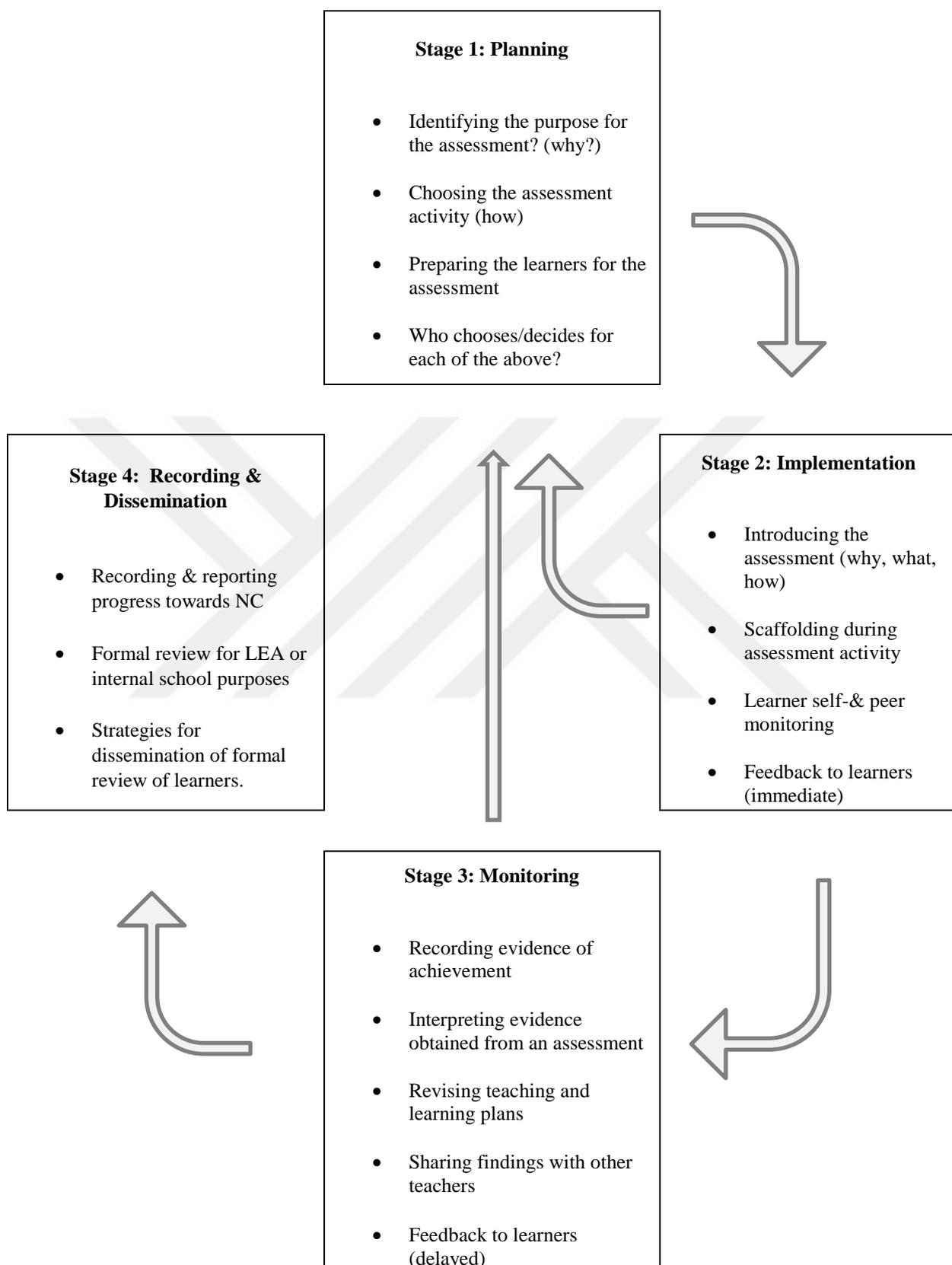


Figure 1. Process and strategies in classroom assessment. Rea-Dickins, P. (2001). Mirror, mirror on the wall: Identifying processes of classroom assessment. *Language Testing*, 18(4), p. 429-462.

Teacher assessment is seen as a central part of formative assessment, and thus a body of research studies have been conducted in YLL classrooms in various countries, e.g., England (Teasdale & Leung, 2000; Rea-Dickins, 2004). These studies are relatively based on gaining the insights into teacher assessment. With respect to the world context, it can be stated that a large number of studies have been carried out in different settings for the purpose of describing classroom-based assessment or teacher-assessment practices in young learner classrooms. For examples, Edelenbos and Vinje (2000) carried out a study on the language assessment in Dutch primary schools in view of the comparison between 1991 and 1996 exams and observed that there was decline in the students' language attainment. Gattullo (2000) investigated the language assessment activities in Italian young learners' classrooms through the learner survey and teacher interview. According to this study, there are multiple activities of assessment conducted by teachers such as "questioning, correcting, judging, rewarding, observing etc." (p. 281).

Edelenbos and Kubanek-German (2004) analyzed the teacher behaviour in YLLs' classrooms in Netherlands through the observation and interview. The results related to the assessment show that teachers carry out "interpreting the results of a test, questioning and goal-oriented observation" more commonly than others (p. 267). With respect to Romanian context, Cojocnean (2012) investigated the language teachers' assessment practices. According to the findings, teachers do not assign numerical values for the students' performance. Instead, they use "descriptive grades" (p. 61). The results explain that "oral assessment is suited for YL assessment; structured observation is preferred assessment method; more emphasis should be given to assessment as a process" (pp. 61-62).

In order to investigate in-class assessment practices in European countries, Rea-Dickins and Rixon (1999) studied with 120 teachers working in different European countries. Their findings show that the general purpose of assessment is to promote teaching; classical language tests are employed mostly; grammar and lexis are the most frequently assessed skills; some mechanic activities like gap-filling and matching are used to assess young learners. Also, Rea-Dickins and Rixon (1999) emphasize that "in an ideal situation the means of assessment would be very much determined by the reasons for assessment, and by the concerns of those individuals of stakeholder groups who receive the reports on the results" (p. 90).

Brumen, Cagran and Rixon (2009) investigated teachers' assessment practices in YLLs' classrooms in Slovenia, Croatia and the Czech Republic. The findings of the study indicate

that the results are reported mostly to parents, students and teachers; numerical expressions are assigned more by teachers; teacher-made tests, oral interviews, and observation are the most commonly used assessment types whereas self-assessment, language portfolio are used the least; matching, oral interviews, and listening tasks are more frequently used assessment activities while writing activities are less administered for assessment.

In Asian context, Yang (2008) conducted a study on investigating language teachers' assessment practices in Taiwanese young learners' classrooms. The study shows that teachers use multiple assessment activities to meet the students' needs and other external factors. Whereas informal questioning and observation are mostly preferred, essay writing is one of the techniques which are used the least.

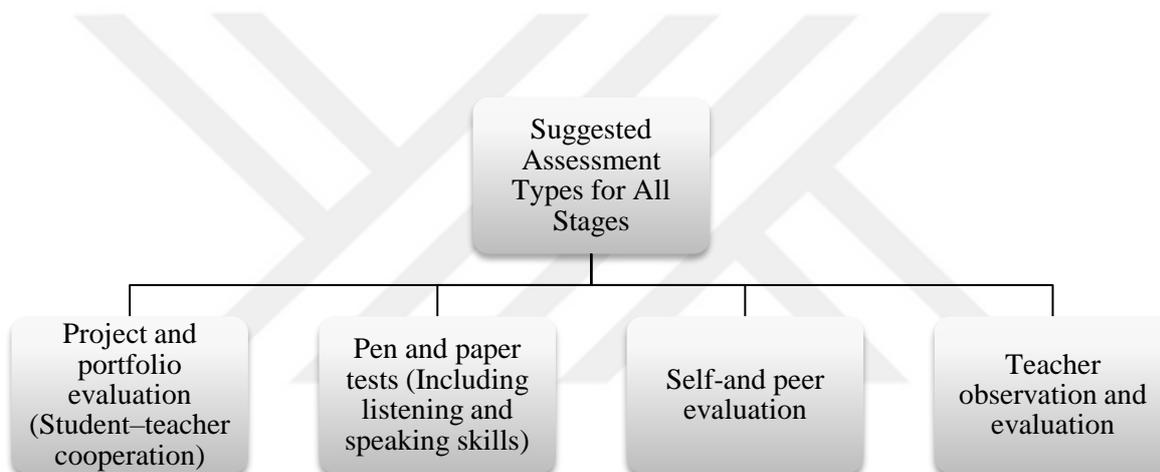


Figure 2. Assessment types. MoNE (2013). *English language teaching program (for the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade)*. Ankara.

In Turkish national context, classroom-based assessment types are defined by MoNE. They are extensively described in language teaching curriculum developed by MoNE in 2013. Accordingly, classical tests, *including speaking and listening skills*, projects, portfolios, self-and peer-assessment, and teacher observation are the basic assessment types and methods in YLLs' classrooms. In this regard, Yılmaz and Akcan (2011) conducted a study about using ELP in the 4<sup>th</sup> and 5<sup>th</sup> grade young learners' classrooms. In view of their results, they categorize the advantages of using ELP in these classrooms such as "reflection, self-assessment, raising awareness, goal-tracking and making choices" (p. 3). They state that ELP is a useful teaching and testing tool which has an impact on the development of learner autonomy. On the other hand, Ağçam and Kırkgöz (2012)

examined the 4th and 5th grade written examinations administered in primary schools in Turkey. The main types of question used commonly are gap-filling, translation, Yes/No or True/False, and Question-Word-Question. Finally, Sariçoban and Hasdemir (2012) suggested assessment types and explained the alternative assessment methods for young EFL learners in Turkey.

Brindley (2003) suggests some principles of the classroom assessment and evaluation for teachers in order to assess their learners effectively in the classroom. In accordance with these principles, it is easy to understand that assessment is a mutual process between learners and teachers. As opposed to standardized tests with selected responses, classroom assessment drives learners to think more creatively and critically. Also, classroom tests, portfolios, self-assessment, observations, conferences, peer assessment, performance, dynamic assessment, and projects are commonly used as the alternative assessment techniques in the classroom (Brown, 2010; Cameron, 2001; McKay, 2006). Assessing through observation takes place in the natural process of language learning in classrooms. There are two kinds of observation assessments: incidental and planned observations (McKay, 2006). Also, conferences are assessment techniques which involve “a conversation between teachers and students”, and they are effective in “understanding the processes, strategies, and approaches students use in the performance of school work and language-related tasks” (Genesee & Upshur, 1996, pp. 108-109). Next, portfolios are the collections of the pupils’ work which exhibit their strengths, endeavor, and progress in time (Ioannou-Georgiou & Pavlou, 2003, p. 23). Other techniques are self-assessment and peer-assessment. With the help of these techniques, children can be motivated to participate in the assessment process. These kinds of assessment enable learners to develop self-efficacy and an autonomy of learning. Brown (2007) explains one of the main benefits of the self-and peer-assessment that they increase the awareness of language objectives and outcomes in learning. Shortly, they path the way for lifelong learning and assessment in learners’ own experiences.

### **Task-based Language Assessment**

The considerable growth in communicative language testing has an impact on the assessment practices in the classroom. Instead of employing conventional testing tools, language teachers bring the assessment activities, which more focus on real language use, into the classroom. By definition, language use domain is defined as “a set of specific

language use tasks that the test taker is likely to encounter outside of the test itself, and to which we want our inferences about language ability to generalize” (Bachman & Palmer, 1996, p. 44). In order to promote the pupils’ target language use in classroom, well-constructed tasks should be provided for them as embedded in learning activities. Likewise, tasks for YLLs should have “coherence and unity, meaning and purpose, clear learning goals, a beginning and end” and “involve learners actively” (Cameron, 2001, p. 31).

Using language tasks as assessment activities, which measure the students’ “success or failure”, is considered as task-based assessment (Norris, Brown, Hudson, & Yoshioka, 1998, p. 53). In task-based assessment, the students are expected to accomplish the tasks with respect to the given instructions. On that account, task objectives and directions including *aim, time, input, expected response, scoring* should be clearly defined (Davies et al., 2002, p. 196). A variety of assessment tasks can be constructed in line with language skills and content identified by curricular goals. Accordingly, assessment tasks may vary from the classical assignments to alternative methods such as pair-and group work activities, making dialogues, solving contextual problems, and “complex integrated reading, listening and writing tasks” (Douglas, 2010, p. 77). These tasks can be developed and adapted according to the level of the learners and teaching setting. Also, Brown (2005) suggests some important points in task development, administration, and most particularly scoring (pp. 53-55):

- Students should be precisely informed about the instructions of the task.
- Tasks should be organized well in terms of timing.
- Scoring process should be defined in accordance with holistic or analytic method.
- Scoring process should be defined in terms of the language performance descriptors and levels.
- Scoring should be conducted objectively and “anonymously”.

Succinctly, the shift from conventional testing to communicative language testing requires the language teachers to assess the students in an authentic way through language use tasks. These tasks may range from the classical test types to performance-based activities in line with the course objectives. Finally, assessment tasks should cater for the young learners’ needs and characteristics because they bring their own comprehension of learning into the classroom (Cameron, 2001; McKay, 2006).

### **Attainment-based Language Assessment**

In the worldwide context, testing is carried out with various purposes in different disciplines. Defining the attainment of test takers is the essential purpose within the frame of the global assessment and evaluation. Attainment is regarded as achieving the set of goals defined at the beginning of a course. In addition to language teaching domain, the participants' attainment is the subject matter of the research studies in many areas such as psychology, business, and most importantly education. Educational attainment is investigated with the aim of determining the educational level. Barro and Lee (1993) examined the four levels of educational attainment in 129 countries. Similarly, Wilson and Porters (1975) analyzed the status attainment in different working areas including education.

In terms of the studies on native language attainment, Dabrowska and Strett (2012) investigated the bilinguals' long-term attainment in English language, then in 2006, they studied on the individual differences which had an impact on language attainment from the natives' or non-natives' grammar use perspective. Finally, they examined a variety of differences in native language attainment in 2010. With regard to language teaching and testing, attainment is accepted as "achievement" (Davies et al., 2002). It refers to accomplishing the language aims at the end of the session or course. In other words, language attainment is directly associated with curricular goals and objectives, which have a central importance in language programs (Nation & Macalister, 2010, p. 1). "Curriculum goals are general statements of the intended outcomes of a language program, and represent what the curriculum planners believe to be desirable and attainable program aims based on the constraints revealed in the need analysis." (Richard, 1990, p. 3). Accordingly, learners' language attainment can be ensured by measuring to what extent these goals are achieved.

In YLLs classrooms, language attainment can be observed in view of accomplishing tasks because language use tasks are seen as "activities that teachers assign to attain particular objectives" (Richard, 1990, p. 39). So, teachers can monitor the pupils' attainment with respect to the feedback obtained from the classroom-based assessment tasks. In addition, the degree of goal-attainment can be identified; thus stakeholders can make the relevant decisions on language teaching, materials, and techniques.

## **Developing Language Tests for Young Learners**

### **The Basic Qualities of Language Tests**

Assessment is not restricted to a specific domain. It can be administered formally and informally across the disciplines. As one of the most sophisticated fields, language teaching requires the assessment and evaluation in each step of learning such as diagnosing the behavior, formatting the procedure, and summarizing the achievement. Hasselgreen (2012) underlines the importance and integration of language tests in many different fields of work. With respect to this integration of language assessment, assessing young learners have six main purposes (McKay, 2006, pp. 21-24):

- To monitor the students' learning in terms of achieving language objectives
- To identify the students' learning strengths and weaknesses
- To review what the students have learned at the end of a program
- To place the students into appropriate levels of language
- To promote the students' willingness to learn a foreign language
- To conduct research studies on how the students learn the language

In connection with these purposes, the main qualities of language tests are identified as “reliability, validity, fairness, authenticity, interactiveness, impact (washback), and practicality” (Bachman & Palmer, 1996, p. 18).

*Reliability:* This quality is related to the exam results' consistency. It is expected that test scores are the same in each administration at different times. Hughes (2003) defines the reliability that “the scores actually obtained on a test on a particular occasion are likely to be very similar to those which would have obtained if it had been administered to the same students with the same ability, but at different time.” (p. 36).

*Validity:* Terminologically, validity refers to “whether or not a test measures what it purports to measure” (Lado, 1961, p. 330). Cameron (2001) explains that it is a concern of developing, administering, scoring, and interpreting test results. No matter how reliable a language test is, it should be valid in order to give meaningful results. Davies (1990) defines five types of language validity: “face, content, construct, predictive, concurrent” (p. 23).

*Fairness:* It is a quality of understanding the language testing materials clearly and providing objective testing setting.

*Authenticity:* It aims to integrate the language tests into the real-life descriptions. Similarly, McNamara (2000) states that authenticity is “the degree to which test materials and test conditions succeed in replicating those in the target use situation” (p. 131).

*Interactiveness:* This quality is about the engagement of language learners in testing. It refers to involvement of a learner with his/her own knowledge of language. “The interactiveness of a given language test task can thus be characterized in terms of the ways in which the test taker’s areas of language knowledge, metacognitive strategies, topical knowledge, and affective schemata are engaged by the test task.” (Bachman & Palmer, 1996, p. 25).

*Washback:* It is defined as “the influence of testing on teaching and learning” (Cheng & Curtis, 2004, p. 4). It can be harmful or useful. If a test facilitates the learning and motivates the students to learn, it is useful (Hughes, 2003). On the other hand, if a test prevents the learners from focusing on the main teaching way, it is harmful.

*Practicality:* It is the ease of using language tests in terms of constructing, administering, scoring, and interpreting. “Practicality is concerned with a wide range of factors of economy, convenience, and interpretability that determine whether a test is realistically employable for our purpose.” (Cunningham, Thorndike, & Hagen, 1991, p. 91). This quality provides the availability of language exams for the test takers in almost every occasion. Practicality is primarily related to the ways in which the test will be developed, implemented, and used at all (Bachman & Palmer, 1996).

Each language assessment task or test should have these qualities in order to achieve its own purpose. Besides, Madsen (1983) summarizes a test which has all these qualifications that “well-made tests can help positive attitudes towards the class. It gives a sense of accomplishment. In other words, tests can foster learning and learning can also be enhanced by students’ growing awareness of objectives.” (p. 4).

### **Constructing Language Assessment Tools**

Language assessment is relatively different from other instructional fields in terms of the natural structure of a language which is a vital medium of communication. Particularly in assessing young learners’ language, test developers should give the optimal care and attention to some issues. Hasselgreen (2000) mentions some important factors to be taken into account in developing tests for young learners. These factors are that young learners

have a limited experience in the target language and testing; their teachers must be specialized in language teaching methodology; test demands and specifications should be clarified explicitly; teachers and learners should be trained in language testing; exam conditions should be anxiety-free (p. 262).

The abovementioned factors have a profound impact on the development, implementation, and interpretation of language tests. On the other hand, there are many different perspectives on the development model and procedure of test administration. Cameron (2001, p. 227) explains the planning process of assessment. Accordingly, the first step is to define the purposes and objectives of assessment. Next, the methods of testing should be decided. After specifying the purpose and method, another important issue is to secure the qualities of language tests such as reliability, validity and fairness. Then, it should be clear how to get and give feedback on the test results. Finally, assessment use and impact should be investigated. Alternatively, Douglas (2010) gives information about the steps of test development: “(1) Define the purpose of the test, (2) Conduct a preliminary investigation, (3) Collect primary data, (4) Collect secondary data, (5) Analyze the target language use task and language characteristics” (pp. 38-48).

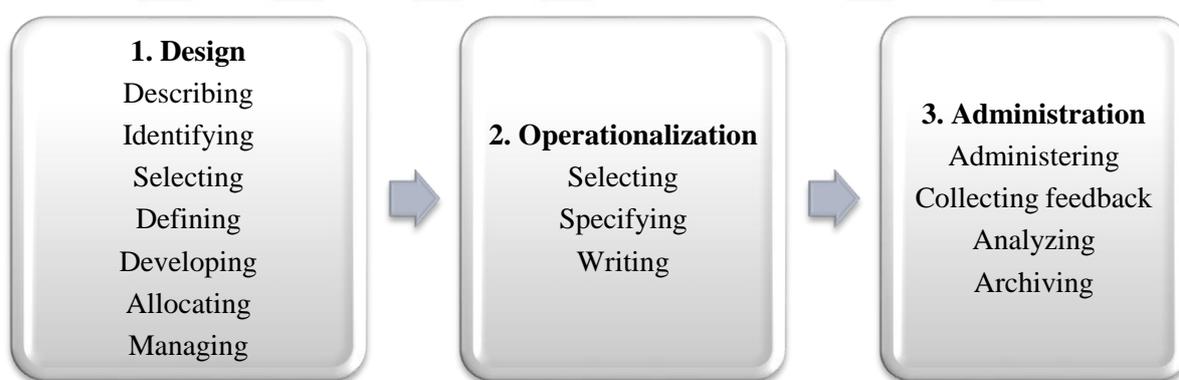


Figure 3. Test development. Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.

Bachman and Palmer (1996, p. 87) developed a model for test development as shown in Figure 3. In this model, there are three main steps: “(1) Design (describing, identifying, selecting, defining, developing, allocating, managing), (2) Operationalization (selecting, specifying and writing) and (3) Administration (administering, collecting feedback, analyzing and archiving)”. On the other hand, in 2010, they again developed and extended

their model of development. According to the updated version, development process has five main categories: “(1) Initial planning (defining the needs), (2) Design (need for assessment), (3) Operationalization (blueprints-specifications), (4) Trailing (piloting-trying out assessment) and (5) Assessment use (final stage – operational use)” (p. 139).

As explained, various models of designing language tests are in use, the stages of development are moderately common from many perspectives. Following the definition of the assessment need, it is necessary to construct test purpose and specifications.

### **Test Specifications (CEFR)**

Specifications, or called blueprints in testing terminology, are the main guidelines which identify the content to be measured and the way of testing language behavior (Davies et al., 2002, p. 207). Carr (2011) illustrates them: “specifications for the test structure and the various tasks included on the test both provide guidelines for what the test should look like, and what test writers should do when writing questions or prompts, writing or selecting passages, etc.” (pp. 48-49).

Language specifications are described in detail in the Common European Framework of References. CEFR makes explicit the “levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis” and “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc”. (CoE, p. 1). In the program of foreign language teaching in Turkey, MoNE (2013) states that since the CEFR is “a lifelong undertaking, developing a positive attitude toward English” in early childhood, the curriculum attempts to provide a motivating learning atmosphere for young learners of English in their language classrooms (p. II). Fundamentally, the language teaching program in MoNE is based on the principles of the CEFR in view of specifying YLLs’ assessment. The 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades, which focus on listening, speaking, very limited reading, and very limited writing skills, correspond to level A1 in the CEFR. A1 level is referred as “breakthrough” and described in detail in CEFR (CoE, 2001, p. 23). At this level, the language learners:

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others, can ask and answer questions about personal details such as where she/he lives, people she/he knows and things she/he has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (CoE, 2001, p. 24)

This description should be taken into consideration in developing language tests or assessment tasks for young learners. It offers a general framework for identifying the language objectives and benchmarks. In a similar vein, the level descriptors are utilized to define the test/task specifications for YLLs.

### **Scoring and Interpretation**

Language teachers have many important roles in teaching process such as giving lectures, providing mediation, and testing the language performance. In addition to all these responsibilities, they are engaged in scoring tests or assessment tasks and interpreting the results. Hasselgreen (2000) states that “teachers are instructed not only in how to use the material, but also on how to interpret results and, equally importantly, on how to act on them to develop their pupils’ skills.” (p. 266).

Scoring is largely related to “how much or how good of language testing” (Fulcher & Davidson, 2007, p. 91). Accordingly, scoring rubrics are constructed with the purpose of assigning marks to the students systematically on the basis of the language performance descriptions (Carr, 2011; McKay, 2006). Rubrics include two main parts “the criteria” and “the descriptions of levels of performance” (Brookhart, 2013). Likewise, rating scales are employed in scoring process. They are defined as “proficiency scales” by Davies et al. (2002, p. 153). Rating scales are used to place the students into the appropriate levels in view of their language performance. Generally, standardized language tests including multiple choice test, matching and true/false items are easy to score and interpret. By comparison, alternative assessment tools such as observation, interview, and role-play activities are scored with the basic holistic and analytical rubrics. Douglas (2010) states that the first step in scoring alternative tests is “to develop explicit scoring criteria” that may be attributed to the language behavior (p. 55). According to the assessment kinds of language skills, these rubrics may include different sections which aim to give points to the behaviours corresponding to the objective or specification. For example, the performance levels of writing skill in scoring or rating rubrics are exemplified by O’Malley and Pierce (1996) as “proficient, fluent, expanding, developing, beginning, and emerging” (p. 22). Moreover, in a rating scale, oral language use can be rated in view of “comprehension, fluency, vocabulary, pronunciation and grammar” (McKay, 2006, pp. 290-291). In order to increase the reliability of assigned scores, different raters may be trained and engaged in assessment process.

In view of the statistical analyses of language tests, they are divided into two basic groups: measurement of central tendency and measurement of dispersion. “Central tendency indicates the typical behavior of a group and that four different estimates can be used: the mean, mode, median and mid-point”. (Brown, 2005, p. 119). On the contrary, dispersion measures show us “how spread out the scores are” (Carr, 2011, p.229). Measurement of dispersion includes standard deviation, variance, and range. These measurement analyses provide us with information about the general achievement and homogeneity of the group in addition to the students’ success within a group.

What’s more, following the administration, items in language tests can be examined in terms of difficulty and discrimination. A language item is statistically expected to have a normal difficulty level and discriminate the good performance. In relation to these item characteristics, a rich knowledge of statistics is required to interpret the language assessment results.

### **Reliability and Validity**

Reliability and validity are two fundamental prerequisites of the language tests. While reliability is related to stability of test scores, validity is about achieving the purpose of a test. Terminologically speaking, reliability involves the consistency of measurement which gives the same result in different administrations (Bachman & Palmer, 1996; Brown, 2005; Brown, 2010; Carr, 2011; Fulcher, 2010; Davies, 1990; Lado, 1961). The more reliable a language test is, the less error of measurement it has. In order to minimize the errors of measurement and increase the reliability of language tests, Hughes (2003) gives many suggestions that the test takers should be identified by numbers, not names; they should be familiar with assessment format and test techniques; language performance should be largely sampled; instructions should be written clearly; the items, which do not discriminate well, should be excluded; items should be scored objectively; a detailed scoring key need to be prepared, and the scorer should be trained (pp. 44-50). Also, there are many kinds of techniques which are used to secure reliability. Crocker and Algina (2008) divide these techniques into two groups on the basis of “two tests administrations (alternate forms, test re-test method) and a single test administration (split-half method, item-covariance)” (pp. 132-141).

On the other hand, validity is more general concept including reliability and other qualities of language tests. Messick (1987) explains the importance of validity: “Validity is an integrated evaluative judgement of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test score.” (p. 1). Accordingly, in language assessment domain, validity refers to the correct inferences made on the basis of the test scores in connection with test purpose. There are many different kinds of validity: content-related validity, construct-related validity, and criterion-related validity (Brown, 2005; Genesee & Upshur, 1996). Hughes (2003) explains how to make language tests more valid: test specifications should be defined clearly; direct tests should be used as possible; scoring should be reliable and directly related to constructs; finally test reliability should be maximized (pp. 34-35).

In conclusion, reliability and validity are the essential parts of language testing. These qualities enable test developers to construct, administer, and interpret language tests in a proper and systematic way. What’s more, the reliable and valid test results provide meaningful and useful feedback on the students’ success, effectiveness of the classroom materials and teaching methods, achievement of the course objectives and language teaching programs. In YLLs’ classrooms, teacher-based assessment is required to ensure reliability and validity in order to make the appropriate decisions on the pupils’ performance.

## **CHAPTER III**

### **METHODOLOGY**

This part gives a detailed description of the research methodology, research design, participants, two-unit implementation of ILTPY, data collection, data analysis, and results. In view of the main problem and aims of the study, it was adopted a mixed research methodology, and quantitative and qualitative data were collected through an integration model as a sub-research design of mixed method (Creswell, 2013). The subject group of the study comprises of 166 students at 4<sup>th</sup> grade and 13 EFL teachers at state schools, and also the participants were selected with convenience sampling.

As regards the data collection, the assessment tasks, observation checklists and achievement test were utilized with the aim of collecting quantitative data. On the other hand, qualitative data were gathered through the end-of-unit conferences, semi-structured interviews and observation. Likewise, data analysis was conducted in two main categories: quantitative and qualitative data analyses. As the quantitative analysis techniques, Related-samples Wilcoxon Signed Rank Test and Spearman Rank-order Correlation were used for the purpose of summarizing the findings statistically. In view of the qualitative data, content analysis and constant comparison method were employed so that data could be categorized and coded appropriately.

Reliability and validity of the study were secured in different ways such as expert opinions, theoretical foundation, and piloting studies. All data collection tools were asked for expert opinions, piloted, and revised before the study.

#### **Reference to the Problem Statement and Aim of the Study**

Today, language testing for the YLLs is a field of study in which many educational reforms have been undertaken. From this instructional point of view, various research

studies have been conducted to assess the YLLs communicatively. In our national context, it is aimed to assess the foreign language proficiency of the 4<sup>th</sup> grade YLLs through the pen and paper tests, language portfolios, teacher observation, and self-assessment (MoNE, 2013). On the other hand, some research studies (Rea-Dickins & Rixon, 1999; Yıldırım & Örsdemir, 2013) show that this theoretical knowledge conflicts with the practical assessment in many language classrooms. Similarly, the language assessment in the YLLs' classrooms is considered as a separate part of language teaching (Johnstone, 2000). For this reason, an integrative language testing program should be developed and suggested in order to assess YLLs in an authentic way and ensure the consistency between the theory and practice in this selected domain.

### **Research Questions**

The problem statement discussed in the first chapter establishes three main research questions which give shape to ILTPY development, data collection, and study findings. These research questions and their sub-questions are listed below:

1. How is English language proficiency assessed and evaluated in the 4<sup>th</sup> grade classrooms at the primary schools in MoNE?
  - a. What is the purpose of testing English as a foreign language in the 4<sup>th</sup> grade classrooms at the state schools?
  - b. Which skills are tested in the 4<sup>th</sup> grade young learners' classrooms?
  - c. What kinds of assessment methods, techniques and tools are developed and employed in the 4<sup>th</sup> grade language teaching classrooms?
  - d. How are the assessment results given at the end of the testing process?
  - e. What are the strengths and weaknesses of the existing 4<sup>th</sup> grade language assessment program?
2. What are the assessment needs and expectations of the stakeholders from the 4<sup>th</sup> grade language testing at state schools?
  - a. What are the assessment needs and expectations of the 4<sup>th</sup> grade YLLs and their parents?
  - b. What are the assessment needs and expectations of English language teachers who teach in the 4<sup>th</sup> grade classrooms at state schools?
3. How effective is ILTPY in the 4<sup>th</sup> grade language classrooms?

- a. Are YLLs aware of the assessment tasks which are conducted integratively in their classrooms?
- b. What kinds of testing problems do the young learners have in ILTPY?
- c. Does ILTPY motivate YLLs to learn English?
- d. Does ILTPY motivate EFL teachers to teach English?
- e. Does ILTPY promote the attainment in YLLs' classrooms?
- f. Does ILTPY give YLLs information about their learning strengths and weaknesses?
- g. Does ILTPY meet the assessment needs and expectations of all stakeholders?
- h. How does ILTPY have an impact on language learning and teaching?

### **Research Design**

In this study, the mixed method research design was adopted with the purpose of collecting quantitative and qualitative data in order to achieve the aim of the research study. Dörnyei (2007) defines mixed method as “a study of the collection and analysis of both qualitative and quantitative data in a single study with some attempts to integrate the two approaches” (p. 163). Mixed method research is advantageous in terms of gaining in-depth information about the relationships between the variables, clarifying these relationships, and validating the findings (Fraenkel, Wallen, & Hyun, 2012). There are various classifications of mixed research methods (Creswell, 2013; Dörnyei, 2007; Fraenkel, Wallen, & Hyun, 2012). Creswell (2013) emphasizes three basic kinds of mixed method strategies: implementation, priority, and integration. More specifically, implementation strategy requires gathering the quantitative and qualitative data sequentially. In the priority strategy, those kinds of data have equal importance, or either of them is given more importance. Finally, integration model involves the combination of both kinds of data with respect to data collection, analysis, and interpretation. In view of this research study, the integration model was employed to collect quantitative and qualitative data as the sub-research design of mixed method. This model was chosen to support the quantitative data with in-depth explanations obtained from qualitative data. In this study, the quantitative and qualitative data were collected at several stages with different kinds of instruments.

## **Universe and Sampling**

The universe of the study consists of the 4<sup>th</sup> grade YLLs and EFL teachers at state primary schools in Ankara. In order to sample the universe, 166 students, who were the 4<sup>th</sup> grade YLLs and 13 EFL teachers, who taught English in the 4<sup>th</sup> grade classes, were chosen from the primary schools in the most crowded districts, *Çankaya, Keçiören, Altındağ, and Yenimahalle*, in Ankara. Ankara is the capital city of Turkey in addition to being a metropolitan. Likewise, *Çankaya, Keçiören, Altındağ, and Yenimahalle* are the districts which represent all diversities in Ankara. The participants were selected with convenience sampling which enables the researchers to reach the subject group in more practical ways (Cohen & Manion, 2007; Dörnyei, 2007). “A convenience sample is a group of individuals who conveniently available for study.” (Frankel, Wallen, & Hyun, 2012, p. 99). The demographic information of the participants is given below in Table 1 and Table 2. Following that 166 students and 13 teachers were interviewed, and 12 teachers were observed about the existing language assessment program, 73 students and 4 teachers were selected from the sample, and the assessment tasks, end-of-unit conferences, follow-up interviews, and achievement test were conducted in the second subject group.

## **Participants**

In this study, there are two major subject groups: YLLs and EFL teachers. As the first subject group, 166 young learners, who attended EFL courses at the 4<sup>th</sup> grade at mainstream schools, participated in the primary data collection process. As indicated in Table 2, 78 (47%) are female, and 88 (53%) are male participants. The age group is ranged between 8 and 11 years. The mean age of the students is 9.67. *Çankaya, Keçiören, and Altındağ* are the districts where YLLs participated in this study. 71 (42.77%) of the students were from *Çankaya*, 74 (43.37%) of them were from *Altındağ*, and 21 (12.65%) were from *Keçiören*. After the first part of the data collection, 73 students were chosen from these participants, and the second part of the data collection (ILTPY implementation, follow-up interviews, end-of-unit conferences, and achievement test) was conducted in this group with 73 students.

On the other hand, 13 EFL teachers participated in the study as a second subject group. As given in Table 3, 11 (84.62%) of the participants are female, and 2 (15.38%) of them are male. Their age varies from 25-30 to 55-60. The mean age of teachers is between 41 and 45.

Table 2

*Demographic Information of the Student Participants*

Variables		N	%
Gender	Female	78	46.99
	Male	88	53.01
	Total	166	100
Age	8 years	6	3.61
	9 years	53	31.93
	10 years	97	58.43
	11 years	10	6.02
	Total	166	100
District	Çankaya	71	42.77
	Keçiören	21	12.65
	Altındağ	74	43.37
	Total	166	100

Teachers participated in this research study from Çankaya (38.46%), Keçiören (15.38%), Altındağ (30.77%), and Yenimahalle (15.38%). On the other hand, EFL teachers have different educational background. That is to say, 10 of them were graduated from ELT department (76.92%) whereas 3 of them were graduated from Literature (7.69%), Linguistics (7.69), and other departments (7.69%). 12 participants (92.31%) had Bachelor's Degree, and a teacher had MA degree (7.69%). The mean of years of teaching experience is 19.46. Similarly, 4 EFL teachers were chosen with purpose of collecting data for the second part of data collection.

Table 3

*Demographic Information of the Teacher Participants*

Variables		N	%
Gender	Male	2	15.38
	Female	11	84.62
	Total	13	100
Age	25-30	1	7.69
	31-35	2	15.38
	36-40	2	15.38
	41-45	2	15.38
	46-50	1	7.69
	51-55	4	30.77
	56-60	1	7.69
	Total	13	100
District	Çankaya	5	38.46
	Keçiören	2	15.38
	Altındağ	4	30.77
	Yenimahalle	2	15.38
	Total	13	100
Graduation	ELT	10	76.92
	Literature	1	7.69
	Linguistics	1	7.69
	Others	1	7.69
	Total	13	100
Degree	Bachelor's	12	92.31
	Master's	1	7.69
	Total	13	100
Experience	8-14	5	38.46
	15-21	3	23.08
	22-28	2	15.38
	29-35	3	23.08
	Total	13	100

## Data Collection

In this study, data collection was managed in two main categories: quantitative and qualitative data in line with the integration model proposed by Creswell (2013). In view of collecting qualitative data, semi-structured interviews, classroom-based observation forms, follow-up interviews, end-of-unit conferences were employed. On the other hand, quantitative data were collected through assessment tasks, achievement test, and objective-based observation forms. Data collection procedure has two major parts. In the first part, YLLs' classrooms were observed with reference to the assessment practices. Then, primary written interviews were conducted to EFL teachers and students in these classrooms. As regards the second part of data collection, assessment tasks were administered in the selected classrooms. Following the task implementation, end-of-unit conferences, objective-based observation checklist, achievement test, and follow-up interviews were carried out as illustrated in Figure 4. In view of the development of the data collection tools, research instruments are described in detail in the next section.

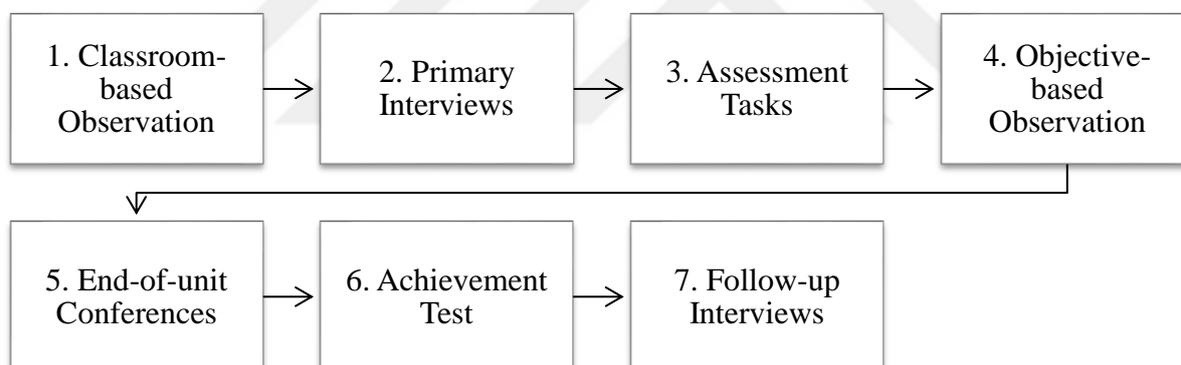


Figure 4. Data collection stages

## Instruments

### *Observation Forms*

To develop a testing program as an integral part of teaching, it is essential to familiarize with the existing classroom-assessment practices and assessment needs. On that account, it was intended to make explicit the testing setting in the 4<sup>th</sup> grade YLLs' classrooms through observation forms. Observation is a way of “gathering data during actual language lessons or tutorial sessions, primarily by watching, listening, and recording (rather than by asking)” (Nunan & Bailey, 2009, p. 258). Dörnyei (2007) discusses the types of

observation as “participant or non-participant observation” and “structured or unstructured observation” (p.179). Besides, observation data can be gathered through the field notes which “provide a recording of what the researcher has seen and heard” (McKay, 2006, p. 81). Accordingly, in this study, assessment setting was observed with two main forms: classroom-based observation form and objective-based checklist.

#### *Classroom-based Observation*

With the aim of explicating the testing environment, classroom-based observation form was utilized at the beginning of data collection procedure. Observation form was developed by the researcher on the basis of the field notes investigating language assessment practices in the classrooms. After developing the outline of the observation form, the researcher asked for two experts’ opinions to secure the validity. One of the experts is teacher trainer in ELT department, and the other expert’s major is educational measurement. Observation form was reviewed in the light of the guidance provided by the experts, and the final form was prepared. By using this final form, 15 YLLs’ classrooms from four different districts in Ankara, *Altındağ*, *Keçiören*, *Çankaya*, and *Yenimahalle*, were observed for more or less 25 lesson hours (a lesson hour is 40 minutes) and recorded through pencil-and-paper narratives.

#### *Objective-based Observation Checklist*

In order to gain understanding about the students’ language attainment between two units, the objective-based observation checklist was developed by the researcher with respect to the language objectives in ELT curriculum devised by MoNE (2013). It is a two-dimensional table including the curricular objectives and pupils’ names. McKay (2006) gives many examples of classroom-based observation forms and sheets which are used to record the students’ language performance. During the implementation of the assessment tasks, EFL teachers were asked to observe the students’ performances, and at the end of each implementation, they were requested to assign the grades for those performances in view of five descriptors: Needs improvement, Developing, Average, Satisfactory, Very Satisfactory. In order to place the pupils into the appropriate level, different kinds of performance descriptors are defined in literature (House, 1997; McKay, 2006; O’Malley & Pierce, 1996). In this checklist, the levels of the performance were identified in accordance

with Item 20 and Item 21 in the fourth part of Pre-school, Primary, and Secondary School Regulations (MoNE, 2014). Following the identification of these levels, it was employed in the 4<sup>th</sup> grade classrooms in which ILTPY tasks were administered to 73 students. Shortly after observing the pupils' performance, 4 EFL teachers graded the students according to their attainment on language objectives.

### *Primary Interviews*

The next stage following the observation was interviewing with YLLs and EFL teachers. There are many purposes for conducting interviews such as making judgement on a person, employing a staff member, collecting data, exemplifying the participants' views and etc. (Cohen & Manion, 2007). In this study, the primary interviews were carried out with the aim of collecting data about the existing assessment setting in YLLs' classrooms on the basis of observation results. Interviewing makes possible "to check the accuracy of – to verify or refute – the impressions he or she has gained through observation" (Fraenkel, Wallen & Hyun, 2012, p. 450). Accordingly, there are two main interviews carried out in this study: focus-group interview with students and semi-structured interview with EFL teachers.

Focus-group interview is a kind of interviewing which enables the researcher to ask the questions directly to the participants in a group. It is practical in terms of timing because these kinds of interview "provide a good deal of information in a short time" (McKay, 2006, p. 52). On the other hand, semi-structured interview gives opportunity to get detailed information about the case by means of elicitation. It includes "a set of prepared questions" (Nunan & Bailey, 2009, p. 313). Both of two interview forms (student interview and teacher interview) involve open-ended and closed-ended questions about the assessment process in YLLs' classrooms. Interview questions were written by the researcher in line with the aim of the research study, classroom observation, and curricular content of assessment while the main theme in the questions 1 to 5 was developed with reference to the study carried out by Brumen, Cagran, and Rixon (2009). After the questions were written, the researcher asked for the expert opinions to secure content validity of interview forms. 5 experts examined the questions separately in two interview forms in view of the research aims. Two experts are teacher trainers in ELT department whereas three of them are specialized in educational measurement.

In line with the expert opinions, all questions were reviewed, and some of them were combined with more comprehensive relevant questions. Also, a language expert expressed the importance of converting open-ended questions in student interview into semi-closed-ended questions regarding the cognitive level of the target group. According to the changes in consonance with expert views, the questions in both interview forms are given below:

*Focus-group Student Interview Questions:*

1. What kinds of assessment activities does your teacher administer in the classroom to give you scores?
2. What kinds of tools does your teacher employ in administration of these activities?
3. To whom does your teacher explain the assessment results?
4. How does your teacher explain the assessment results to you?
5. Does your teacher give information about your strengths and weaknesses at the end of these activities?
6. How would you want your English teacher to give you scores (What tools should be used?)
7. In your opinion, what are your parents' expectations from these assessment activities?
8. What are your assessment expectations from your parents and teacher in these assessment activities?

*Semi-structured Teacher Interview Questions:*

1. What kinds of activities do you administer in your classroom to assess and evaluate your students' English language performance? In view of these activities, what kinds of assessment tools do you employ in the classroom?
2. What are the main purposes of assessment and evaluation you conduct in your classroom?
3. What skills do you assess basically in your classroom through these assessment activities?
4. In order to assess your students' English language performance in a reliable, valid and objective way, what factors do you take into consideration in development, administration, and scoring of assessment tools?

5. How and to whom do you explain assessment results in your lessons (except for e-school)? Do you give feedback on the results?
6. In your opinion, what are the strengths and weaknesses of the assessment activities, conducted with the aim of assessing the students' English language performance, in terms of usefulness?
7. In your opinion, what are the ideal assessment and evaluation activities which assess the 4<sup>th</sup> grade students' English performance?
8. In your opinion, what are the 4<sup>th</sup> grade learners' and their parents' expectations from the assessment activities in the EFL lesson?
9. As an EFL teacher at the 4<sup>th</sup> grade classroom, what are your expectations from the 4<sup>th</sup> grade learners and their parents in view of the assessment activities you want to administer?

In focus group interview, the researcher asked and clarified the questions one by one in the group. Totally, 166 young learners filled in the interview forms by writing their own answers prompted by the close-ended options and researcher's explanations. On the other hand, in semi-structured interview, 12 EFL teachers were interviewed by note-taking whereas 1 EFL teacher answered the questions in written. Theoretically speaking, it is stated that interviews can be conducted in the participants' mother tongue because of "removing concerns about the proficiency of the learner impacting the quality and quantity of the data provided" (MacKey & Gass, 2005, p. 174). For this reason, interviews were conducted with students and EFL teachers in Turkish. Two extended versions, *Turkish* and *English*, of both interview forms were given in Appendix 6 and Appendix 7.

### ***Assessment Tasks***

In relation to the main aim of the study, this research attempts to measure the effectiveness of ILTPY by investigating the language attainment between two unit tasks. Assessment tasks, which were developed by the researcher with reference the framework of task characteristics (Bachman & Palmer, 1996), curricular objectives, and language use at the 4<sup>th</sup> grade (MoNE, 2013), are described in detail in the Chapter 6 "ILTPY" and Appendix 17. After the development, they were asked for the expert opinion to ensure face validity. Following the expert opinion, they were piloted in 4<sup>th</sup> grade YLLs' classrooms at state

schools in MoNE. Considering the piloting results, some arrangements were made in terms of the assessment task administration. These arrangements are given as follows:

- The allotted time for the tasks was extended according to the pupils' needs.
- Tasks were regulated to facilitate the classroom management, prevent guessing factor, and keep the use of L1 and foreign language in balance.
- Some task instructions were simplified in view of the YLLs' level.

In accordance with the arrangements, the assessment tasks in Unit 2 and Unit 3 were given in Appendix 8. These tasks were administered to 73 students in the 4<sup>th</sup> grade classrooms by the researcher. Additionally, they were conducted after the content of the unit was given to the students by EFL teacher. The main characteristics of the assessment tasks administered are given in Table 4:

Table 4

*The Characteristics of the Assessment Tasks in This Study*

<b>UNIT 2: Children's Day</b>	
<b>Task 5: MATCHING TASK</b> Countries and Nations	<b>*Construct:</b> Recognizing personal information about other people such as where they are from and where they live
<b>Task 6: TPR Activity</b> (Chart-filling) Find Someone Who....	<b>*Construct:</b> Asking and answering the questions about people, their nationalities and home countries if articulated slowly and clearly
<b>Task 7: INFORMATION GAP</b> "Where is s/he from?"	<b>*Construct:</b> Recognizing personal information about other people such as where they are from and where they live Identifying different people's personal possessions
<b>UNIT 3: Free Time</b>	
<b>Task 8: MULTIPLE CHOICE</b> "Kelođlan likes..." & "Kelođlan doesn't like..."	<b>*Construct:</b> Understanding the gist and key information in short, recorded passages of people talking about their likes and dislikes
<b>Task 9: ORAL INTERVIEW</b> "Survey: Likes and Dislikes in the Classroom"	<b>*Construct:</b> Asking people questions about what they like and answering such questions addressed to them provided they are articulated slowly and clearly
<b>Task 10: INFORMATION GAP</b> "Who is he/she?"	<b>*Construct:</b> Saying what they like doing

\*These constructs were adapted from the curriculum developed by MoNE (2013).

The in-depth description of these tasks is given in the sixth section titled as “ILTPY” and Appendix 17. All tasks were scored in consonance with the instructions provided on the task description. In regard to explaining the results and performance, colourful reporting cards were developed by the researcher in view of YLLs’ age group. They were prepared with the aim of summarizing and giving feedback on their performance. In addition to giving symbolic stars for their achievement, YLLs’ performance was graded according to five levels: Needs improvement, Developing, Average, Satisfactory, Very Satisfactory. These levels were defined in accordance with Pre-school, Primary, and Secondary School Regulations (MoNE, 2014). Also, task sheets were distributed to the students at the end of each unit. They were informed about their strengths and weaknesses, and the pupils sometimes asked for the clarification of some missing points or misconceptions.

### *End-of-Unit Conferences*

In line with the purpose of the study, end-of-unit conferences were conducted in order to get the students’ feedback on the assessment tasks and develop their awareness of language assessment. Conference is a way of gathering data about the students’ learning process, which is conducted between the student and teacher through interviewing (Brown, 2005; Douglas, 2010). In this study, end-of-unit conferences include some basic questions which promote the students’ reflection on the assessment tasks. The questions were developed by the researcher with reference to the conference questions constructed by Geneese and Upshur (1996, p. 110) and conferencing activities suggested by Garcia (2013) and Tovar (2013). Following the development, they were asked for 5 expert opinions. Two of the experts are teacher trainers in ELT department whereas three of them are experts in educational measurement. In view of the suggestions and feedback given by the experts, the questions reviewed are given as follows:

1. What activities used with the aim of assessing your learning did you perform at the end of this unit?
2. In which activity, did you perform well? Please explain the reason.
3. Did you experience any problems in these activities? If yes, how did you sort it out?
4. Which activity did you like the most? Please explain the reason.
5. Which activity did you like the least? Please explain the reason.

6. Did these activities make contribution to your EFL performance? If yes, how did they make contribution?

Following the implementation of the assessment tasks at the end of Unit 2 and Unit 3, conference sheets were distributed to 73 students. In order to avoid the problems which may be sourced from the use of foreign language, the conferences were conducted in L1. The researcher, who was the administrator of the assessment tasks, asked and explained the questions to these students in group and requested them to write down their own free answers on these sheets.

### ***Achievement Test***

In this study, standardized achievement test was developed in order to measure YLLs' achievement. Achievement test is "an instrument designed to measure what a person has learned within or up to a given time" (Davies et al., 2002, p. 2). Accordingly, this achievement test aims to measure whether the objectives in Unit 2 and 3 were attained as a consequence of the implementation of assessment tasks. With respect to test development procedure (Downing, 2006), these steps are closely followed: (1) Defining the purpose of test, (2) Ensuring content validity, (3) Writing test blueprints, (4) Writing language items, (5) Designing test and item instructions and scoring, (6) Asking for expert opinions, (7) Revising test items, (8) Piloting and analyzing test items, (9) Final test administration.

After defining the test purpose, the next step was to sample the content in Unit 2 and Unit 3. In order to secure content validity, table of specification was prepared in detail. As illustrated in Table 5 and Table 6, test items were written in consideration of language objectives.

Table 5

#### *The Classification of Curricular Objectives According to Bloom Taxonomy*

CONTENT TABLE FOR THE 4TH GRADE ACHIEVEMENT TEST							
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
UNIT 2	2	1	1				4
UNIT 3		2	2				4

Then, these items were asked for expert opinions. 5 experts examined the items in terms of content sampling, quality of items, and appropriateness to the age level. Two of the experts are specialized in the educational measurement, and three of them are experts in EFL teaching and training. In line with the feedback obtained from the experts, test items were reviewed, and the final version of the achievement test was operationalized for piloting.

Table 6

*Table of Specifications*

	UNIT – 2				UNIT - 3				
	O-1	O-2	O-3	O-4	O-1	O-2	O-3	O-4	
Item – 1			X		Item – 13	X			
Item – 2		X			Item – 14		X		
Item – 3			X		Item – 15		X		
Item – 4				X	Item – 16	X			
Item – 5				X	Item – 17	X			
Item – 6	X				Item – 18			X	
Item – 7	X				Item - 19	X			
Item – 8				X	Item – 20		X		
Item – 9			X		Item - 21	X			
Item – 10	X				Item – 22	X			
Item – 11			X		Item – 23	X			
Item – 12		X			Item - 24		X		
TOTAL	3	2	4	3		4	4	3	1

Test items were piloted in a sample with 112 students who were in the 4<sup>th</sup> grade classrooms at state schools in MoNE. The reliability coefficient of Cronbach’s Alpha was found as .82 in this achievement test. The values of reliability coefficient vary from .00 to 1.00 (Lado, 1961). Consonantly, Carr (2011) emphasizes that the alpha coefficient in high-stake language tests should be .80 at least. Accordingly, the achievement test meets this requirement with .82 alpha. At the end of the piloting process, test items were analyzed with respect to item difficulty and discrimination as shown in Table 7.

Terminologically, item difficulty (P<sub>j</sub>) shows “the percentage of students who correctly answer a given item” whereas item discrimination “indicates the degree to which an item separates the students who performed well from those who did poorly on the test as a whole” (Brown, 2005, pp. 66-68). Item difficulty ranging from .30 to .70 is “acceptable”

(Durrheim & Tredoux, 2004, p. 219). In respect of the item analysis results, most of the items have acceptable difficulty.

On the other hand, with reference to item discrimination ( $R_j$ ), “.40 or higher” indices are regarded as excellent items in view of the discrimination, and the values between .20 and .39 are “desirable and help the reliability of the test” (Van Blerkom, 2009, p. 129).

Table 7

*Item Difficulty and Discrimination*

	Item - 1	Item - 2	Item - 3	Item - 4	Item - 5	Item - 6
P <sub>j</sub>	0.48	0.61	0.71	0.74	0.80	0.61
R <sub>j</sub>	0.36	0.37	0.51	0.52	0.56	0.50
	Item - 7	Item - 8	Item - 9	Item - 10	Item - 11	Item - 12
P <sub>j</sub>	0.69	0.77	0.52	0.73	0.44	0.29
R <sub>j</sub>	0.51	0.39	0.32	0.53	0.30	0.25
	Item - 13	Item - 14	Item - 15	Item - 16	Item - 17	Item - 18
P <sub>j</sub>	0.75	0.68	0.56	0.79	0.67	0.24
R <sub>j</sub>	0.32	0.33	0.58	0.66	0.46	0.10
	Item - 19	Item - 20	Item - 21	Item - 22	Item - 23	Item - 24
P <sub>j</sub>	0.88	0.60	0.55	0.73	0.77	0.69
R <sub>j</sub>	0.63	0.67	0.60	0.48	0.43	0.30

In this test, except for the item 18, all items have an acceptable discrimination degree. For that reason, item 18 was excluded from the achievement test. Similarly, item 12 has relatively low degree of discrimination. That’s why this item was kept in the test by reviewing and correcting. Finally, the achievement test with 23 items as given in Appendix 10, in which reliability and validity were secured, was administered to 73 students in the 4<sup>th</sup> grade classrooms where ILTPY was implemented.

### *Follow-up Interviews*

As for the final data collection tools, semi-structured follow-up interviews were conducted with 73 students who performed ILTPY assessment tasks and 4 EFL teachers who observed and attended the implementation process. The researcher directed the interview questions to the participants in a focus group and asked them to write down their own opinions. On the other hand, 4 EFL teachers were interviewed through the note-taking technique. The questions investigating the effectiveness of ILTPY were developed by the researcher in accordance with the aims of the study. For the purpose of securing content-related validity, they were asked for 5 expert opinions. In line with the feedback obtained from the experts and the target group's characteristics, the questions were reviewed. The final version of follow-up interview questions is given as follows:

#### *Focus-group Student Follow-up Interview Questions:*

1. Do you think that these activities, which were used in your classrooms to assess and evaluate your language performance, are useful? Please explain the reason(s).
2. Did you get information about your strengths and weaknesses from your report cards given after these implementations? Please explain.
3. Did these activities increase your motivation for learning English? If yes, please explain the reason.
4. Do you think that these activities have an impact (positive or negative) on your learning English? Please explain the reason(s).
5. If you have additional opinions related to these activities, please share them.

#### *Semi-structured Teacher Follow-up Interview Questions:*

1. Do you think that the assessment and evaluation activities, which were administered in your classrooms, are useful in terms of teaching English? Please explain the reason(s).
2. In your opinion, how do these activities affect teachers' motivation? Do you think that they have an impact on your motivation? Please explain.
3. In your opinion, did these activities facilitate the 4<sup>th</sup> grade students' attainment on language objectives? Please explain the reasons(s).

4. Do you think that these additional activities have met your and your students' assessment and evaluation needs and expectations? Please explain your answer with the reason(s).
5. Do you think that these activities have an impact (positive or negative) on learning English in general? Please, explain the reason(s).
6. If you have additional opinions related to these activities, please share them.

### **Data Analysis**

In this study, various kinds of data collection tools provided a rich source of quantitative and qualitative data. In order to analyze the data gathered through these tools, both qualitative and quantitative data analysis techniques were used systematically. With regard to qualitative data, constant comparison method and content analysis were carried out as indicated in Table 8.

Content analysis is related to “reading the data over a variety of times, looking for key ideas or topics and labelling these ideas by marginal notes or post-its” (McKay, 2006, p. 57). Dörnyei (2007) focuses on four steps of analyzing qualitative data with content analysis: “(a) transcribing the data, (b) pre-coding and coding, (c) growing ideas-memos, vignettes, profiles, and other forms of data display, and (d) interpreting the data and drawing conclusions.” (p. 246). Similarly, qualitative data in this study were analyzed in accordance with these steps such as organizing the data, coding, building relationship between categories and concluding. On the other hand, constant comparison method (CCM) was employed to analyze the data obtained from more close-ended answers. In CCM, “potential categories for grouping items of data are created, tried out, and discarded until a ‘fit’ between theory and data is achieved.” (Fraenkel, Hyun & Wall, 2012, p. 434). Similar to the stages of content analysis, CCM is conducted in four sequential phases: “(1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory” (Glaser & Strauss, 1967, p.105). Accordingly, the qualitative data gathered through focus-group interviews and end-of-unit conferences were coded and compared in line with the phases in CCM.

Table 8

*Qualitative Data Analysis Techniques*

<b>Qualitative Data Collection Tools</b>	<b>Data Analysis Techniques</b>
Classroom-based Observation Form	Content Analysis
Focus-group Student Interview	Constant Comparison Method
Semi-structured Teacher Interview	Content Analysis
End-of-unit Conferences	Constant-Comparison Method
Focus-group Student Follow-up Interview	Constant-Comparison Method
Semi-structured Teacher Follow-up Interview	Content Analysis

On the other hand, quantitative data were analyzed with the SPSS 21 (Statistical Package for the Social Sciences). In order to decide on the analysis techniques, the normality of the data sets were calculated with Kolmogorov-Smirnov and Shapiro-Wilk Tests. When these test results are significant ( $p < 0.5$ ), the scores are not normally distributed (Field, 2013, p. 185). For this reason, as shown in Table 9 and Table 10, the distributions of two data sets are not normal. For this reason, the non-parametric data analysis techniques, related-samples Wilcoxon Signed Rank Test and Spearman Rank-order Correlation, were computed as seen in Table 11.

Table 9

*Normality Test of the Assessment Tasks*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
Unit 2	.129	73	.004	.915	73	.000
Unit 3	.71	73	.000	.878	73	.000

Table 10

*Normality Test of the Objective-based Classroom Checklists*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Checklist - 2	.099	73	.071	.915	73	.003
Checklist - 3	.149	73	.000	.878	73	.000

Likewise, the basic descriptive statistics (mean, mod, median, standard deviation, variance, skewness, and kurtosis) were used to analyze quantitative data as illustrated in Table 11. Descriptive statistics “permit the researchers to describe the information contained in many, many scores with just a few indices, such as the mean and median” (Fraenkel, Hyun & Wall, 2012, p. 187).

Table 11

*Quantitative Data Analysis Techniques*

<b>Data Collection Tools</b>	<b>Data Analysis Techniques</b>
Assessment Tasks	Related-samples Wilcoxon Signed Rank Test
Objective-based Observation Checklist	Spearman Rank-order Correlation Related-samples Wilcoxon Signed Rank Test
Achievement Test	Descriptive Statistics

Accordingly, these statistics were used to explain the achievement level of the participants who performed in the assessment tasks. To describe the relationship between task results and EFL teachers’ in-class observation during the implementation, Spearman Rank-order Correlation was calculated. This non-parametric technique illustrates “the possibility of a relationship between two interval-scale variables” (Larson-Hall, 2010, p. 401). In order to achieve one of the main purposes in this study, 2 related-samples Wilcoxon Signed Rank Test was calculated because the data were collected from the same group. Kerr, Hall and Kozub (2002) state that Wilcoxon test can be used as a non-parametric technique if the samples are related.

## CHAPTER IV

### RESULTS AND DISCUSSION

In this chapter, the results obtained from the data collection tools are described and discussed in accordance with three main research questions. Quantitative and qualitative data findings are given sequentially to explain the results comprehensively.

#### **Results related to the First Research Question**

In this study, the first research question is “*How is English language proficiency assessed and evaluated in the 4<sup>th</sup> grade classrooms at the primary schools in MoNE?*” In order to collect data about this question, observation and interview forms were employed. Analysis results were categorized in accordance with the sub-questions of the main research question.

#### **Language Assessment Purposes**

In order to gather data about the assessment purposes in the 4<sup>th</sup> grade YLLs’ classrooms, teaching and testing setting was observed, and semi-structured interview was directly conducted with EFL teachers.

Table 12

*The Frequencies and Percentages of Language Assessment Purposes*

	Classroom-based Observation		Semi-structured Interview	
	<i>f</i>	%	<i>f</i>	%
Formative	14	71.43	11	85
Summative	10	62.5	9	69.23
Diagnostic	-	-	3	23

As indicated in Table 12, it was observed that formative assessment was carried out in 14 classrooms (71.43%) whereas summative assessment was administered in 10 classrooms (62.5%). There was no classroom in which diagnostic assessment was conducted. On the other hand, semi-structured interview results show that EFL teachers assess YLLs with three purposes: Formative (85%), Summative (69.23%) and Diagnostic (23%).

### **Language Skills Assessed at the 4<sup>th</sup> Grade**

Through the classroom-based observation (CBO) and semi-structured interview (SSI), four main skills and three sub-skills are tested by EFL teachers with different percentages. As indicated in Table 13, observation results explain that EFL teacher assess YLLs' writing (28.8%), speaking (20%), listening (2.2%), reading (4.4%), grammar (8.8%), vocabulary (26.6%), and pronunciation (8.8%). On the other hand, EFL teachers state that they assess YLLs' writing (19.61%), speaking (15.69%), listening (15.69%), reading (5.88%), grammar (13.73%), vocabulary (17.65%), and pronunciation (11.76%).

Table 13

*The Frequencies and Percentages of Language Skills Assessed*

	Classroom-based Observation		Semi-structured Interview	
	<i>f</i>	%	<i>f</i>	%
Writing	13	28.8	10	19.61
Speaking	9	20	8	15.69
Listening	1	2.2	8	15.69
Reading	2	4.4	3	5.88
Grammar	4	8.8	7	13.73
Vocabulary	12	26.6	9	17.65
Pronunciation	4	8.8	6	11.76
Total	45	100	51	100

### **Language Assessment Methods, Techniques and Tools**

In line with the observation narratives and interview responses, many assessment methods, techniques and tools were categorized. As illustrated in Table 14, written examination (41.67%), homework (16.67%), performance tasks (8.33%), in-class participation (8.33%), pop-quizzes (4.17%), self-assessment (4.17%), and teacher observation (16.67%) are the methods used by EFL teachers in the light of the data collected in CBO. EFL teachers state

that they use written examination (28.95%), oral examination (13.16%), homework (15.79%), projects (5.26%), performance tasks (7.89%), in-class participation (18.42%), pop-quizzes (5.26%), and portfolio assessment (5.26%) to assess their students. On the other hand, the 4<sup>th</sup> grade YLLs explain that their teachers assess them with written examination (34.72%), oral examination (20.47%), homework (12.17%), projects (10.68%), performance tasks (16.62%), portfolio assessment (2.08%), self-assessment (2.37%), and peer-assessment (0.89%).

Table 14

*The Frequencies and Percentages of Language Assessment Methods*

	Classroom-based Observation		Semi-structured Interview		Focus-group Student Interview	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Written Examination	10	41.67	11	28.95	117	34.72
Oral Examination	-	-	5	13.16	69	20.47
Homework	4	16.67	6	15.79	41	12.17
Projects	-	-	2	5.26	36	10.68
Performance Tasks	2	8.33	3	7.89	56	16.62
In-class Participation	2	8.33	7	18.42	-	-
Pop-quizzes	1	4.17	2	5.26	-	-
Portfolio Assessment	-	-	2	5.26	7	2.08
Self-assessment	1	4.17	-	-	8	2.37
Peer-assessment	-	-	-	-	3	0.89
Teacher Observation	4	16.67	-	-	-	-
Total	24	100	38	100	337	100

With regard to language assessment techniques and tools used at the 4<sup>th</sup> grade, observation results show that minus-plus checklist with 27.78% (5/18), question-and-answer with 44.44% (8/18), mechanical exercises with 27.78% (5/18) are used by EFL teachers as the assessment techniques. On the other hand, EFL teachers explicate that they use minus-plus checklist with 75% (6/8), and question-and-answer with 25% (2/8) in the classrooms. In terms of the language assessment tools as given in Table 15, the 4<sup>th</sup> grade YLLs explain that their teachers use exam papers (33.05%), performance task materials (26.78%), classical tools (27.62%), language portfolio (3.77%), and worksheets (8.79%). With reference to teacher interview, exam papers (45.45%), performance task materials (9.09%),

classical tools (18.18%), language portfolio (9.09%), and worksheets (18.18%) are used as language assessment tools.

Table 15

*The Frequencies and Percentages of Language Assessment Tools*

	Focus-group Student Interview		Semi-structured Interview	
	<i>f</i>	%	<i>f</i>	%
Exam Papers	79	33.05	5	45.45
Task Materials	64	26.78	1	9.09
Classical Tools	66	27.62	2	18.18
Language Portfolio	9	3.77	1	9.09
Worksheets	21	8.79	2	18.18
Total	239	100	11	100

As understood from the teacher interview responses, they develop their assessment materials by using ELT source books with 69.23% (9/13), downloading and modifying from the instructional ELT websites with 61.54% (8/13), and making use of their own testing background with 53.85% (7/13), as explained in Figure 5.

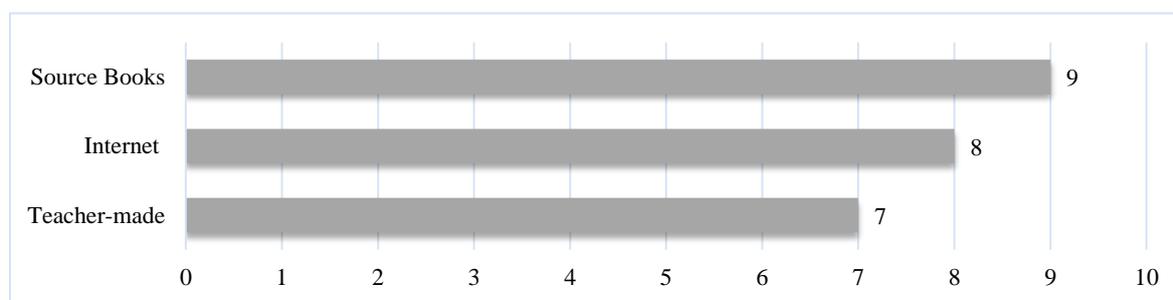


Figure 5. The frequencies of the materials used in language test development

On the other hand, teachers use answer keys with 15.38% (10/13) and rubrics with 76.93% (2/13) to score their students' performance as illustrated in Figure 6. One of the teachers (7.69%) does not use any tools to score the tests.

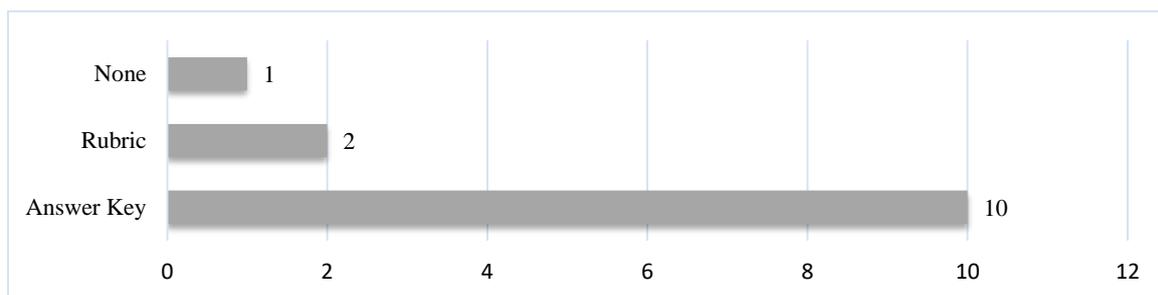


Figure 6. The frequencies of the tools used in scoring language tests

### Language Assessment Results

In the interviews conducted with the 4<sup>th</sup> grade students and teachers, the ways of reporting assessment results are described in Table 16.

Table 16

*The Frequencies and Percentages of Reporting Language Assessment Results*

Themes	Focus-group Student Interview		Semi-structured Teacher Interview		
	<i>f</i>	%	<i>f</i>	%	
People who are reported	Students	135	78.49	13	72.22
	Parents	30	17.44	2	11.11
	Form-teachers	7	4.07	3	16.67
	Total	172	100	18	100
Way of reporting	Written	26	12.09	8	44.44
	Verbal	104	48.37	5	27.78
	E-school	63	29.30	5	27.78
	School Reports	22	9.77	-	-
	Total	215	100	18	100
Feedback	Yes	117	82.39	13	100
	No	25	17.61	-	-
	Total	142	100	13	100

As described in Table 16, students explain that the results are reported to themselves (78.49%), their parents (17.44%), and form teachers (4.07%) in written (12.09%), verbally (48.37%), via e-school (29.30%), and school-reports (10.23%). On the other hand, EFL

teachers emphasize that they explain the results to the students (72.22%), their parents (11.11%), and form-teachers (16.67%) in written (44.44%), via e-school (27.78%), and verbally (27.78%). Whereas teachers state that they give feedback on the results with 100%, 82.39% of students explain that they get feedback on the results.

### **Strengths and Weaknesses of Existing Language Assessment**

According to the responses given by EFL teachers about the strengths and weaknesses of the current 4<sup>th</sup> grade language assessment, six categories were constructed such as objectivity, content-related validity, and easy construction versus practicality, reliability, and exam anxiety. The frequencies of these categories in the interview responses are explained in Table 17 below:

Table 17

*The Frequencies and Percentages of Strengths and Weaknesses of Existing Language Assessment*

Strengths	<i>f</i>	%	Weaknesses	<i>f</i>	%
Objectivity	3	42.86	Practicality (time)	4	57.14
Content-related Validity	3	42.86	Reliability	2	28.57
Practicality (easy-to-construct)	1	14.29	Exam Anxiety	1	14.29
Total	7	100	Total	7	100

In view of the strengths of language assessment, teachers explain that the existing assessment has a high degree of objectivity with 42.86% (3/7), content-related validity with 42.86% (3/7), and practicality (easy-to-construct) with 14.29% (1/7):

T1: *“The weakness is time. The strength of the written exams is objectivity. The content validity is high.”*

T6: *“Product portfolio provides more subjective evaluation than written exams.”*

T11: *“They are easy to construct. I start a week in advance.”*

T12: *“It covers all content, there is a question about what has been learnt.”*

With regard to the weaknesses of existing language assessment, teachers state that it is lack of time practicality with 57.14% (4/7), reliability with 28.57% (2/7), and it causes exam anxiety with 14.29% (1/7):

T3: *“For example, content validity is not desirable. It is restricted to make it easier. Actually, I want to make A and B groups for reliability but it causes difficulty in practice. That decreases the reliability. It is attempted to motivate language use, and make it more understandable, practical with visuals.”*

T13: *“Whereas the young learners are good at oral participation, they get anxious in written examinations with the concern of writing incorrectly. That influences their performance of written evaluation.”*

## **Discussion of the results related to the First Research Question**

### **Language Assessment Purposes**

According to the results of data analysis, EFL teachers assess their young learners formatively, summatively, and diagnostically. The main purpose of the assessment is formative. It means to monitor the students' learning and give feedback on the strengths and weaknesses. This finding is consistent with the main principles of classroom-based assessment, *teacher assessment* (Brindley, 2003; Teasdale & Leung, 2000; Rea-Dickens, 2004). Along with formative assessment, teachers test their students to summarize the general learning. That result shows that formative and summative assessment are conducted integratively. On the other hand, diagnostic assessment was not observed in the classroom. Nevertheless, teachers clarify that they have a purpose of diagnosing YLLs' language level. This finding indicates that classroom practices may be comparatively different from teachers' beliefs.

### **Language Skills Assessed at the 4<sup>th</sup> Grade**

With regard to the skills assessed in YLLs' classrooms, it can be deduced that four main skills and three sub-skills are assessed by EFL teachers with different percentages. Holistically speaking, writing, speaking, and vocabulary are the skills assessed more frequently in the 4<sup>th</sup> grade classrooms. Rea-Dickens and Rixon (1999) found that the lexis and grammar were tested more commonly. The study result shows the similarities moderately with this finding in terms of the language skills assessed by teachers. On the

contrary, reading and pronunciation are the skills which are not commonly assessed in the young learners' setting. In the language teaching curriculum devised by MoNE (2013), speaking and listening are the primary skills which need to be taught. Accordingly, it is mainly expected to assess these skills. This study explains that the listening skill is not the focus of assessment in the classroom even though speaking is commonly assessed.

### **Language Assessment Methods, Techniques and Tools**

In the light of observation and interview responses, it can be inferred that there is a range of assessment methods, techniques, and tools used in young learners' classrooms at the 4<sup>th</sup> grade. Written examination is used more frequently in line with the most commonly assessed skill: writing. Similarly, exam papers and classic test materials are used by YLLs with assessment purpose. In regard to the teacher interview, oral assessment is conducted commonly. Cojocnean (2012) emphasizes that oral assessment is appropriate to YLLs' level. On the other hand, observation results do not prove assessing the oral skills in the classroom. This finding conflicts with the teachers' responses in interview.

Homework and performance tasks are preferred by the language teachers as the alternative ways of assessment. In accordance with this finding, task materials are used commonly by the students as assessment tools. Colorful materials are suitable for YLLs' cognitive development (Cameron, 2001; Hughes, 2003; McKay, 2006). In addition, homework is taken into account with minus-and-plus checklist in view of the teachers' responses. As the common assessment methods, question-and-answer and in-class observation are administered frequently. Questioning and observing are the assessment methods used in different national contexts (Edelenbos & Kubanek-German, 2004; Gattullo, 2000; Yang, 2008). This finding is consistent with the similar study results. On the other hand, portfolio assessment, self-assessment, and peer-assessment are the methods used less by EFL teachers. In essence, MoNE (2013) states that young learners' assessment includes portfolio and self-and peer- assessment as a whole. The finding, which teachers administer written and oral assessment more by comparison with portfolio, self-and peer-assessment, does not reflect the curricular principles.

With respect to language test construction, teachers mostly utilize supplementary books, internet sources, and their own testing mastery respectively. Brumen, Cagran, and Rixon (2009) expressed that language tests were mainly teacher-made in three different contexts.

Test construction at the 4<sup>th</sup> grade shows similarities with this finding to some extent. Additionally, EFL teachers mostly use the classical answer keys to score the students' performance.

### **Language Assessment Results**

In view of the responses given by teachers and students, it can be understood that language assessment results are explained directly to students at first. Then, their form teachers and parents are informed about the results. Whereas the teachers claim that they explain the results mostly in written, the students put forward that the results are explained verbally. E-school is an alternative way of giving information about the results. Few students state that they learn their results through the school reports. As regards the feedback on the assessment results, teachers affirm that they give feedback on every occasion. Nonetheless, a small number of students state that they are not informed about their strengths and weaknesses at the end of the assessment.

### **Strengths and Weaknesses of Existing Language Assessment Program**

EFL teachers examined the current language assessment program in terms of the strengths and weaknesses. Accordingly, the most important strengths, which they emphasize, are the objectivity and content validity of written examinations. As opposed to alternative assessment, written exams are considered as valid and objective ways of language assessment. Also, they are easy to develop for teachers. On the other hand, current practices are not regarded as reliable because it is difficult to arrange the assessment setting for a reliable assessment. In addition to this weakness, it is not seen as practical because of the intensive teaching process. Teachers think that allotted time for language teaching at the 4<sup>th</sup> grade is not enough for YLLs' assessment. Likewise, causing exam anxiety is accepted as one of the weaknesses.

### **Results related to the Second Research Question**

In this study, the second research question is "*What are the assessment needs and expectations of the stakeholders from the 4<sup>th</sup> grade language testing?*" Focus-group student interview and semi-structured teacher interview were conducted to collect data

about this question, and collected data were analyzed in view of the sub-questions of the second research question.

### Assessment Needs and Expectation of YLLs and Parents

By interviewing with YLLs, it was attempted to describe their needs and expectations from the language assessment. For this purpose, they explained their opinions about how to be assessed and what tools to be used for assessment. Figure 7 shows the frequencies of the assessment methods in view of the students' responses about the ideal assessment at the 4<sup>th</sup> grade. In view of 272 acceptable responses, students want to be assessed through written examination (24.26%), projects (18.01%), oral examination (16.54%), self-assessment (11.76%), performance tasks (11.40%), homework (6.99%), peer-assessment (6.62%), and portfolio assessment (4.41%) as indicated in Table 20.

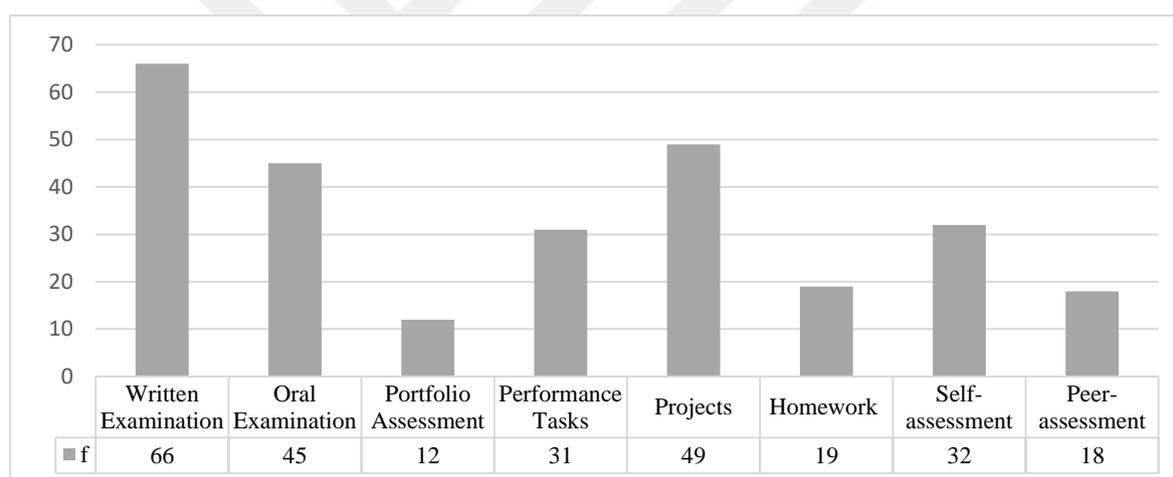


Figure 7. The frequencies of the ideal assessment methods to be used in language testing for the 4<sup>th</sup> grade YLLs

In consonance with the ideal assessment methods, the assessment tools, with which the students want to be assessed, were identified with 65 acceptable answers in student interview. As explained with the frequencies in Figure 8, YLLs want their teachers to use some basic tools such as colourful materials (50.77%), worksheets (20%), exam papers (18.46%), and language portfolio (10.77%).

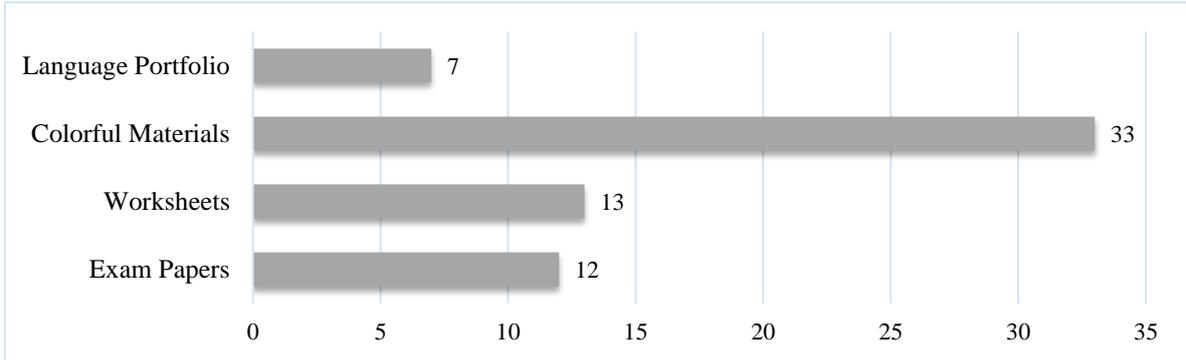


Figure 8. The frequencies of the ideal assessment tools to be used in language testing for the 4<sup>th</sup> grade YLLs

With reference to the ideal assessment methods and tools explained in Figure 7 and 8, the pupils' interview responses are exemplified below:

S17: *"Bizi sözlü olarak yaparsa hem de yazılı yokmuş olurdu."*

S17: *"If s/he administered oral examination, there would be no written exam."*

S100: *"Projelerle hazırlamak isterdim. Bunun için renkli kâğıt kullanmak isterim."*

S100: *"I would like to prepare projects. I would like to use colorful papers for that."*

S107: *"Ben öğretmenimin yazılı sınav yapıp, bize başarımıza göre değerlendirmesini isterdim."*

S107: *"I want my teacher to administer written exam and would like to be evaluated according to our success."*

S118: *"Sınav kâğıdını direk vermesini isterdim. Zaten öyle. Yazılı en iyisi bence."*

S118: *"I want my teacher to give exam paper directly. That's so. To me, written exam is better."*

S145: *"Kendime not vermek istiyorum."*

S145: *"I want to assess myself."*

In addition, EFL teachers state their points of view about the pupils' and parents' needs and expectations from language assessment. According to teachers' interview responses, two main categories and related themes were defined. Table 18 summarizes the frequencies and percentages of the developed themes. In view of teachers' responses, students want to get higher points and success (69.23%), have fun and learn from the

assessment (23.08%), and be assessed practically (7.67%). On the other hand, parents expect their students to get higher points (55.55%), learn and speak English well (27.78%), and want the teachers to show higher teaching performance through assessment (16.67%).

Table 18

*The Frequencies and Percentages of Parental and Students' Expectations from the 4<sup>th</sup> Grade Language Assessment*

<b>Students</b>	<i>f</i>	<i>%</i>	<b>Parents</b>	<i>f</i>	<i>%</i>
Higher (100) Points and Success	9	69.23	Higher (100) points	10	55.55
Fun, Game & Learning	3	23.08	Learning and speaking English	5	27.78
Practical Assessment	1	7.67	Higher teaching performance & Practical assessment	3	16.67
Total	13	100		18	100

In view the themes given in Table 18, teachers' responses are exemplified below:

T3: *“The expectation of both student and teacher is to get high point 5 (100). They have no learning-driven expectation or aim.”*

T6: *“The biggest expectation of the students and parents is that the assessment activities should be easy and understandable and have the quality which promotes the students' willingness to study.”*

T9: *“The parents' expectation is always high mark. In addition, they want their children to be able to speak English...”*

Additionally, students give information about their parents' expectations. With reference to their focus-group interview responses, the general themes were defined, and their frequencies were given in Figure 9. According to 212 acceptable answers, parents expect their students to get higher points (44.81%), become successful (25.47%), speak English (11.32%), study English (11.32%), and become the first student in the classroom (7.08%).

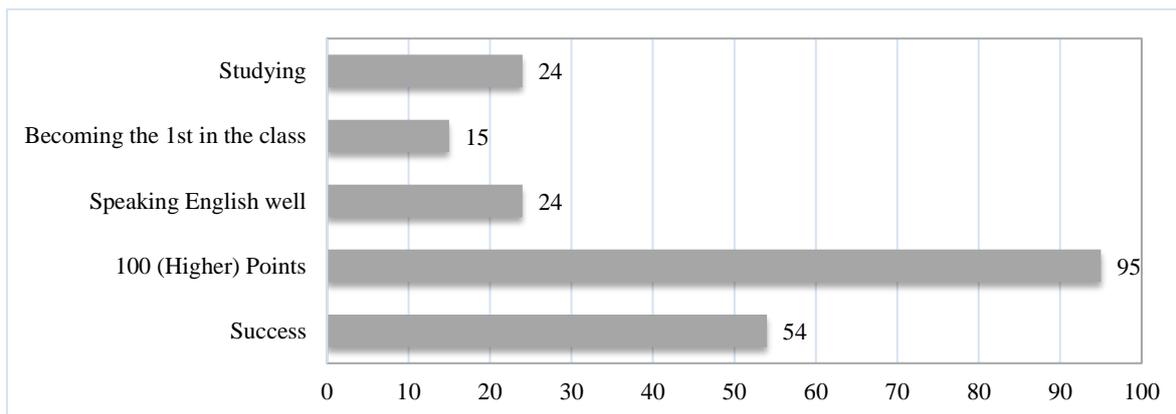


Figure 9. The frequencies of the parental expectations from the 4<sup>th</sup> grade YLLs' assessment according to focus-group student interview responses

The student responses related to these themes are exemplified below:

S22: *“Sınıfta 1. olmamızı, İngilizce konuşmamızı ve iyi not almamızı istiyorlar.”*

S22: *“They want us to become the first in the classroom, speak English, and get good marks.”*

S106: *“Annem ve babam benden hep yüksek not almamı isterler.”*

S106: *“My mother and father always want me to get high marks.”*

S112: *“Hep notların yüksek olmasını istiyor. Ben de elimden geleni yapıyorum.”*

S112: *“They always want that the marks are high. I do my best.”*

S152: *“Benim çok başarılı olmamı istiyor ve İngilizce öğrenmeyi, sınavlardan 100 almamı istiyorlar.”*

S152: *“They want me to become very successful and learn English, get 100 points in the exams.”*

### Assessment Needs and Expectation of Teachers

In semi-structured interview, teachers describe their ideal ways of YLLs' assessment which they want to administer in the classroom. As illustrated in Figure 10, 18 answers were defined about the ideal ways of YLLs' assessment. Accordingly, EFL teachers want to assess speaking (27.78%) and writing (11.11%) separately or four skills integratively (16.67%). For two teachers, oral skills (11.11%) should be assessed. Three teachers state that visuals (5.56%) and technology (11.11%) should be used in the classroom. One of the

teachers explain that in-class participation (5.56%) should be taken into account. On the other hand, two teachers support the classical assessment of language use (11.11%).

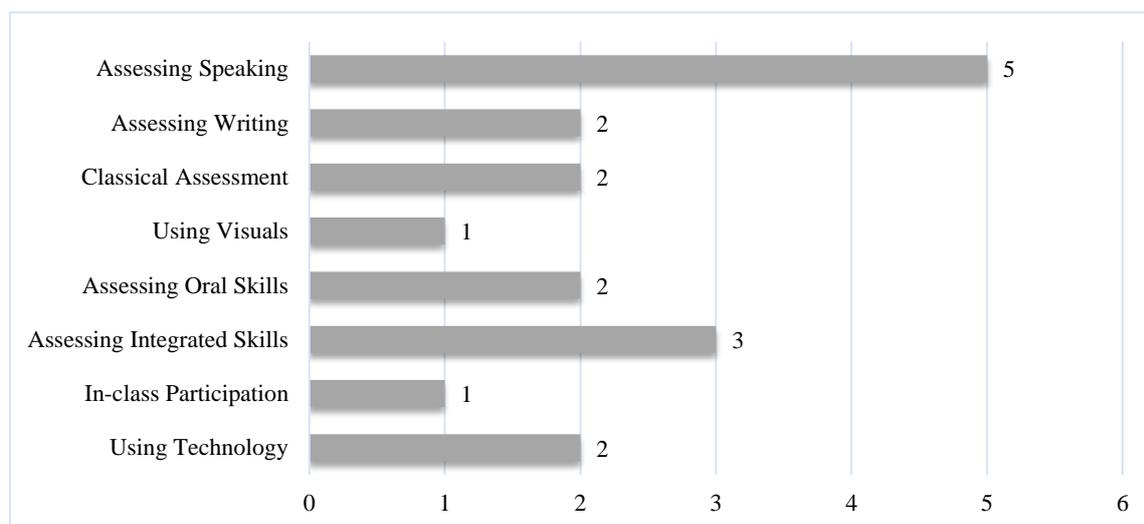


Figure 10. The frequencies of the ideal language assessment ways at the 4<sup>th</sup> grade for EFL teachers

With respect to the ideal ways of assessment given in Figure 10, the teachers' responses are exemplified below:

T3: *“At first, we must be able to assess four skills practically. We should ensure the highest level of language use in assessing these four skills. We should make use of visual and audio materials at maximum level. All assessment and evaluation activities should be carried out practically.”*

T8: *“In my ideal, there should be a laboratory. They would definitely listen to the native speakers. Since it is necessary that education should be in this way, assessment and evaluation should be conducted there.”*

On the other hand, teachers describe their expectations from their students and the students' parents in view of the 4<sup>th</sup> grade language assessment. Table 19 illustrates the frequencies and percentages of themes developed in consideration of these expectations. Accordingly, they expect student-parent-teacher cooperation (8.33%), awareness and responsibility (16.67%), success (25%), learning-driven teaching rather than testing-driven teaching (16.67%), parental support (25%), and additional time (8.33%) for language assessment.

Table 19

*The Frequencies and Percentages of EFL Teachers' Expectations from the 4<sup>th</sup> Grade YLLs' Assessment*

	<i>f</i>	<i>%</i>
Student-Parent-Teacher Cooperation	1	8.33
Making the students be aware of their weaknesses and take responsibility of their own learning	2	16.67
Success	3	25
Learning-driven teaching rather than testing-driven teaching	2	16.67
Parental Support	3	25
Additional time for testing	1	8.33

In accordance with the themes given in Table 19, teachers' interview responses are exemplified below:

T10: *“Rather than the exam, their controls related to learning are useful. As for the students, they should develop themselves as learning-driven not mark-driven.”*

T11: *“Sure I want all of them to get high marks. Because I want to see the reward of my effort. I award the students who get 100 points. I bought an English book for them. Awarding motivates them. When they get good marks, I feel happy.”*

T12: *“In fact, giving much importance to exam is not good. It causes excitement. They will take many exams in future. Written exam is not important; attention, interest, and behaviour are more important. Because those who do this become successful.”*

## **Discussion of the results related to the Second Research Question**

### **Assessment Needs and Expectation of Students and Parents**

In view of focus-group student interviews, it can be deduced that YLLs want to be assessed mostly through written exams, oral exams, projects, and performance tasks. Similarly, they want to assess themselves. Although Yılmaz and Akcan (2011) found that ELP increased the language awareness, the pupils want to be assessed comparatively less with their portfolio in addition to homework. Likewise, peer-assessment is not commonly preferred by YLLs. In line with their characteristics (Hughes, 2003), they want to use colourful materials as assessment tools. Along with these materials, they want to see learning

activities like worksheets as assessment activities. This finding is consistent with the content of YLLs' assessment given by Cameron (2001) and Hasselgreen (2005). Typically, they want to use exam papers since they prefer written examinations. Besides, teachers explain that their students want to have higher points in the exams and be assessed with the methods appropriate to their age level. Next, parents' expectations were highlighted with the teacher and student interviews. From the YLLs' perspective, their parents mostly want them to get high marks and become successful. Some students emphasize that their parents expect them to study and speak English. Also, they state that one of their parents' expectations is to become the first student who gets the highest marks. Similarly, teachers report that getting high marks is the most common parental expectation whereas some parents want the pupils to learn and speak English at the end of classroom-based assessment. In the light of language assessment, they expect a high level of teaching performance.

#### **Assessment Needs and Expectation of Teachers**

In respect of semi-structured interview, teachers give more importance to the assessment of the speaking skill. They draw attention to testing oral skills: speaking and listening. As opposed to some teachers who are in favor of assessing these skills separately, some of them suggest the integrative assessment. In line with YLLs' characteristics (Cameron, 2001; Hughes, 2003), it is stated that assessment materials should be rich in terms of visual materials. Also, for EFL teachers, in-class performance and utilizing technology are important in assessing the pupils. On the other hand, it is found out that the traditional assessment, including classical tests and exams, is slightly preferred at the 4<sup>th</sup> grade. That is to say, there are many factors influencing teachers' ideal assessment practices, and these factors are shaped by the teachers' methodological beliefs and views.

As regards the teacher expectations, it can be concluded that they want the parents to support YLLs. Furthermore, the pupils are expected to become successful and take responsibility of their learning. Also, it is emphasized that language setting should be driven by learning rather than assessment. Teachers believe that the cooperation among the stakeholders is necessary in terms of language teaching and testing. At last, it is required to have additional time for assessing the students in a valid and reliable way. Teachers claim that the course time is sufficient only for teaching and limited testing. For this reason, extra time is necessary to embed the assessment in teaching.

### Results related to the Third Research Question

In this study, the third research question is “*How effective is ILTPY in the 4<sup>th</sup> grade language classrooms?*” After the two-unit implementation of ILTPY, it was intended to investigate the effectiveness of assessment tasks in consonance with sub-questions of the third research question. Results were classified into seven parts: Recognition, Usefulness, Achievement, Attainment, Motivation, Washback, and Meeting Assessment Needs.

#### Recognition of Assessment Tasks

In this category, the results obtained from the end-of-unit conferences were given in view of the students’ recognition of assessment tasks. After each unit implementation, the researcher asked the students to recognize task types. The task recognition in Unit 2 and Unit 3 is described in Table 20. Students nominated the tasks through their experiences. Accordingly, YLLs recognized the Task 5 (Countries and Nations) with 44.52%, Task 6 (Find someone who...) with 34.24%, and Task 7 (Where is s/he from?) with 21.23% in Unit 2. On the other hand, in Unit 3, they recognized the Task 8 (Keloğlan likes...) with 31.30%, Task 9 (Survey) with 40%, and Task 10 (Who is s/he?) with 28.70%.

Table 20

*The Frequencies and Percentages of Recognition of the Assessment Tasks*

	Unit 2		Unit 3		
	<i>f</i>	%	<i>f</i>	%	
Task 5	65	44.52	Task 8	36	31.30
Task 6	50	34.24	Task 9	46	40
Task 7	31	21.23	Task 10	33	28.70
Total	146	100	Total	115	100

Following the recognition of assessment tasks, the students gave information about their task performances. Table 21 illustrates the frequencies and percentages of the responses related to the task performances. Accordingly, they explain that they performed well respectively in Task 6 with 40.57%, Task 7 with 34.06 %, and Task 5 with 24.53% in Unit 2. Similarly, with reference to Unit 3, they think that their performance was good in Task 9 with 41.41%, Task 10 with 39.39%, and Task 8 with 19.19%.

Table 21

*The Frequencies and Percentages of the Assessment Task Performances According to End-of-unit Conferences*

	Unit 2		Unit 3		
	<i>f</i>	%	<i>f</i>	%	
Task 5	26	24.53	Task 8	19	19.19
Task 6	43	40.57	Task 9	41	41.41
Task 7	37	34.06	Task 10	39	39.39
Total	106	100	Total	99	100

When it was questioned whether they had difficulty in performing the assessment tasks, they expressed that they experienced many problems in some tasks. Table 22 gives the frequencies and percentages of the student responses which explain whether the students had trouble in these tasks. On that account, as shown in Table 22, 56.16% of students explained that they had no difficulty in the assessment tasks of Unit 2 whereas 43.84% of them stated that they experienced some problems. As regards Unit 3, 79.71% of the students revealed that they did not have difficulty whereas 20.29% of them elucidated that they faced with the difficulty.

The problems, which YLLs encountered, were described in detail through the end-of-unit conferences. These problems can be exemplified as the noise in the classroom, technological problems (for listening tasks), difficulty level of the tasks, speaking L1, and disagreement in pair-and group-work activities. These categories were derived from the frequencies of the students' answers. The following responses given by YLLs make these categories explicit:

Table 22

*The Frequencies and Percentages of the Student Responses about the Difficulties in Assessment Tasks*

	Unit 2		Unit 3	
	<i>f</i>	%	<i>f</i>	%
Yes	32	43.84	14	20.29
No	41	56.16	55	79.71
Total	73	100	69	100

S43: *“Boşluk doldurmada. Arkadaşımla ilk önce anlayamadık daha sonra sakin bir şekilde cevaplandırdık.”*

S44: *“In gap-filling, I could not agree with my friend at first, then we answered in a quiet way.”*

S44: *“Evet. Ayağa kalkıp soru sormada. Gürültüden pek iyi anlayamadım. Ama doğru yazdığımı tahmin ediyorum.”*

S44: *“Yes, in asking questions by standing up. I could not understand so well because of the noise. But I guess that I write correctly.”*

S53: *“Yaşadım. 3. etkinlikte çok konuştular konsantre olamadım.”*

S53: *“I did. They talked so much in the third task, I could not concentrate.”*

S71: *“Yaşadım çünkü bazı arkadaşlarım Türkçe konuştu.”*

S71: *“I did because some of my friends spoke Turkish.”*

S84: *“Dinlemede problem yaşadım. Çünkü çok hızlıydı.”*

S84: *“I had a problem in listening because it was so fast.”*

With the purpose of defining whether the tasks catered for the students' characteristic needs, it was asked to the students to explain their favourite tasks in Unit 2 and Unit 3. As described in Table 23, Task 6 (46.67%) is the most favourite one for YLLs in Unit 2. Then, Task 7 (36.67%) and Task 5 (16.67%) were preferred respectively. Regarding the least favourite tasks, Task 5 was chosen by 31.08% of the students. Task 6 was less favourite with 18.92%, and Task 7 had a slightly low percentage with 4.05%. Besides, 34 students (45.95%) explained that they liked all assessment tasks.

Table 23

*The Frequencies and Percentages of the Student Responses about the Favorite Assessment Tasks in Unit 2*

	The most favourite task		The least favourite task		
	<i>f</i>	%	<i>f</i>	%	
Task 5	15	16.67	Task 5	23	31.08
Task 6	42	46.67	Task 6	14	18.92
Task 7	33	36.67	Task 7	3	4.05
			None	34	45.95
Total	90	100	Total	74	100

In a similar vein, the students described their most and least favourite tasks in Unit 3. With respect to the student responses received from the end-of-unit conferences, their favourite tasks were Task 9 (36.21%) and Task 10 (36.21%) as illustrated in Table 24. In addition, Task 8 was chosen by 27.59%. As for the least favourite activity, Task 8 was defined by 16 students (26.23%). Following that, Task 10 was chosen by 4 students (6.56%) whereas 3.79% of the students explained that Task 9 was not favourite for them. On the other hand, 39 students (63.93%) expressed that all tasks were their favourite.

Table 24

*The Frequencies and Percentages of the Student Responses about the Favorite Assessment Tasks in Unit 3*

	The most favourite task		The least favourite task		
	<i>f</i>	%	<i>f</i>	%	
Task 8	16	27.59	Task 8	16	26.23
Task 9	21	36.21	Task 9	2	3.79
Task 10	21	36.21	Task 10	4	6.56
			None	39	63.93
Total	63	100	Total	70	100

### **Usefulness of Assessment Tasks**

To identify the usefulness of the assessment tasks in YLLs' classrooms, the students were interviewed about whether the tasks were useful for their learning or not after the two-unit implementation. According to the percentages and frequencies of their answers as given in Table 25, 94.29% of the students stated that they were useful. Whereas 5.71% of them

explained that they were not useful. On the other hand, all teachers agreed on the usefulness of the tasks. Their statements related to the usefulness are given below:

Table 25

*The Frequencies and Percentages of the Student Responses about the Usefulness of Assessment Tasks*

	Focus-group Student Follow-up Interview		Semi-structured Teacher Follow-up Interview	
	<i>f</i>	%	<i>f</i>	%
Yes	66	94.29	4	100
No	4	5.71	-	-
Total	70	100	4	100

T1: *“Sure, I think that they are useful. In the activities you have conducted, communicating with each other, asking and answering the questions and listening are useful.”*

T2: *“Yes, I think that they are useful. Since the students at this age learn better by playing the games and having fun, I think that these materials are useful.”*

T3: *“Yes, I think that they are useful. As they are the activities based on using the language in real life, I think that they are useful.”*

T4: *“Sure, I think that they are useful. It would be good if we did in that way. I wish we had our course duration and materials. If so, we would do more examples and try to be helpful. That the students learn better is useful in terms of practicality.”*

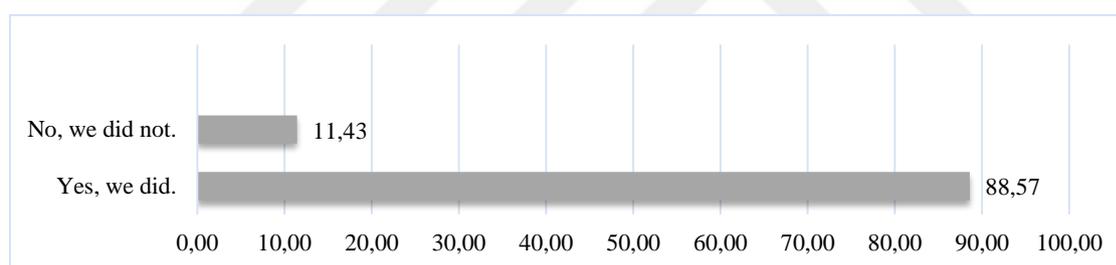
Additionally, the students commented on the contribution of these tasks to language learning. Table 26 summarizes the frequencies and percentages of the student responses in the end-of-unit conferences. From their perspectives, 95.71% of the students stated that the tasks had contributed to learning in Unit 2 while 98.46% of the students expressed the contribution of tasks to learning in Unit 3. With regard to the negative responses, 4.29% of them explained that tasks had no contribution in Unit 2 while 1.54% of the students pointed out that they did not make any contributions in Unit 3.

Table 26

*The Frequencies and Percentages of the Student Responses about the Contribution of the Assessment Tasks*

	Unit 2		Unit 3		
	<i>f</i>	%	<i>f</i>	%	
Yes	67	95.71	Yes	64	98.46
No	3	4.29	No	1	1.54
Total	70	100	Total	65	100

On the other hand, the students' views about getting feedback from the assessment tasks were investigated with focus-group follow-up interview. In terms of the percentages given in Figure 11, 88.57% of the students explain that they had feedback about their strengths and weaknesses of their learning (62/70). On the other hand, 11.43% of the students expressed that they did not have feedback (8/70).



*Figure 11:* The percentages of the student responses about getting feedback on their learning

### **Language Achievement through Assessment Tasks**

After the implementation of the two-unit assessment tasks, an achievement test was administered in YLLs' classrooms. The results are summarized in Table 27. Accordingly, the scores show the normal distribution in view of the skewness and kurtosis values between -1 and 1. Standard deviation is 22.82. It means that the group considerably varies in the test performance. The mean of the scores is 62.54. Considering the mean, median, and mod values, it can be said that the distribution is negatively skewed (Brown, 2005).

Table 27

*Achievement Test Results*

	N	Mean	Median	Mod	Std. Dev.	Variance	Skewness		Kurtosis	
							Statistics	S. Error	Statistics	S. Error
Score	73	62.54	65.22	73.91	22.82	520.72	-.323	.281	-.575	.555

**Language Attainment through Assessment Tasks**

In relation to the primary aim of the study, the language attainment between two units was examined with the students' total scores at the end of the task implementation. Table 28 gives the basic descriptive statistics of the task scores. With respect to the comparison of the means in Unit 2 (79.93) and Unit 3 (86.64), an increase in total scores can be observed. Whereas the minimum point is 27.50 in Unit 2, it is 50 points at least in Unit 3. Similarly, standard deviation and standard error mean values in Unit 3 are lower than Unit 2.

Table 28

*Descriptive Statistics of Assessment Tasks*

	Mean	N	Std. Deviation	Std. Error Mean	Minimum	Maximum
Unit 2	79.93	73	17.46	2.04	27.50	100
Unit 3	86.64	73	12.46	1.46	50.00	100

The means of task scores show that there is an increase in Unit 3. In order to find out the significance of this difference, 2 related samples Wilcoxon Signed Rank Test was calculated because the scores were not normally distributed. As illustrated in Table 29, the difference between two units is significant ( $Z=-3.634$ ,  $p<0.001$ ).

Table 29

*Related Samples Wilcoxon Signed Rank Test- Assessment Task Scores*

		N	Mean Rank	Sum of Ranks	Z	Sig.
Unit 3 – Unit 2	Negative Ranks	20 <sup>a</sup>	22.95	459.00	-3.634 <sup>b</sup>	.000
	Positive Ranks	42 <sup>b</sup>	35.57	1494.00		
	Ties	11 <sup>c</sup>				
	Total	73				

Another way of gathering data on the pupils' performances in the assessment tasks was to employ objective-based observation checklist. EFL teachers filled in this checklist by observing the students during the implementation. According to the Table 30, there is an increase between the means of the scores in Checklist 2 (3.60) and Checklist 3 (3.87).

Table 30

*Descriptive Statistics of Objective-based Checklists*

	Mean	N	Std. Deviation	Std. Error Mean	Minimum	Maximum
Checklist - 2	3.60	73	1.06	.12	1	5
Checklist - 3	3.87	73	1.09	.13	1	5

With the aim of defining the significance of this difference, 2 related samples Wilcoxon signed Rank Test was calculated since the scores were not normally distributed. As shown in Table 31, the difference between checklists is significant ( $Z=-4.044$ ,  $p<0.001$ ).

Table 31

*Related Samples Wilcoxon Signed Rank Test – Checklist Scores*

		N	Mean Rank	Sum of Ranks	Z	Sig.
Checklist 3 – Checklist 2	Negative Ranks	11 <sup>a</sup>	12.68	139.50	-4.044 <sup>b</sup>	.000
	Positive Ranks	32 <sup>b</sup>	25.20	806.50		
	Ties	30 <sup>c</sup>				

On the other hand, EFL teachers were interviewed about whether these tasks facilitated language attainment or not. Whereas three teachers expressed that they facilitated the students' attainment to language objectives, one of the teachers explained that the tasks were not effective in achieving the objectives. Teacher responses are illustrated below:

T1: *“Sure, they can. Because all of them are related. Listening, presentation, and writing are important in learning a lesson. As these are included, I think they have facilitated.”*

T2: *“If the same kinds of materials were being conducted, they would definitely facilitate attaining the objectives. But they did not have an effect on the objectives properly because they were implemented once and for a limited time.”*

T3: *“Sure, I think that these activities have facilitated them to achieve the objectives. Because English should be taught and tested in this way.”*

T4: “They have contributed in terms of the increase in their motivation. In view of my opinions about the activities, not my observation because I could not have an opportunity, I can say that these activities have facilitated to achieve the course objectives.”

In addition, the relationship between task and checklist scores was described in Table 32 and Table 33. Spearman’s Rank-Order correlation coefficient was calculated to describe the relationship. In table 32, correlation co-efficient between Unit 2 and Checklist 2 is .67 ( $r=.67$ ,  $p<0.001$ ) as statistically significant. With respect to Table 33, the correlation co-efficient is .43 between Unit 3 and Checklist 3. In a similar way, this correlation value is statistically significant ( $r=.43$ ,  $p<0.001$ ).

Table 32

*The Correlation between Unit 2 Scores and Checklist-2 Scores*

		Unit 2	Checklist - 2
Spearman’s rho	Unit 2	Correlation Coefficient	.669
		Sig. (2-tailed)	.000
		N	73

Table 33

*The Correlation between Unit 3 Scores and Checklist-3 Scores*

		Unit 3	Checklist - 3
Spearman’s rho	Unit 3	Correlation Coefficient	.434
		Sig. (2-tailed)	.000
		N	73

### **The Effect of Assessment Tasks on Motivation**

As a sub-question of this study, teachers and students explained the impact of the assessment tasks on their motivation in the follow-up interviews. As described in Table 34, 95.52% of the students expressed that their motivation had increased at the end of the implementation whereas 4.48% of them stated that there was no change.

Table 34

*The Frequencies and Percentages of the Student and Teacher Responses about the Effect of the Assessment Tasks on the Motivation*

	Student Motivation		Teacher Motivation	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Yes	64	95.52	3	75
No	3	4.48	1	25
Total	67	100	4	100

The following statements are the examples of student responses on their motivation:

S2: *“Evet çünkü 5 yıldız alınca hevesim artıyor.”*

S2: *“Yes, because my enthusiasm increases when I get 5 stars.”*

S32: *“Artırdı çünkü bilmediğim şeyler öğrendim.”*

S32: *“They have increased because I have learnt what I do not know.”*

S48: *“Evet bilmediklerimi öğrendiğimde bu uygulamanın daha çok yapılmasını istedim ve o üniteyi çok sevdim.”*

S48: *“Yes, I did like the unit and wanted that activity to be implemented more when I learnt what I did not know.”*

S71: *“Motivasyonumu artırdı. Çünkü daha çabuk sorulara cevap verdim.”*

S71: *“They increased my motivation. Because I answered the questions more quickly.”*

On the other hand, three teachers expressed that they were motivated during the task implementation as described in Table 34 but one of the teachers stated that there would no effect on their motivation owing to the practicality issues if they implemented the tasks. The teacher responses related to their motivation are exemplified below:

T1: *“Namely, it is expected that they affect a teacher’s motivation in a good way. Communicating with each other makes a big contribution in written exams in terms of ensuring that their listening becomes good.”*

T2: *“I think that they will affect positively. They had a positive impact on me because they increased the students’ willingness to participate. Sure, they do. Your motivation increases as well because of the reasons I have mentioned above.”*

T3: *“I mean, I want to say that they may not be demanded to implement by teachers because implementation and evaluation are difficult but they are necessary activities for an effective assessment and evaluation. As you implemented them, they did not affect me but if I had implemented, my motivation would have been affected negatively.”*

T4: *“Of course they affect us. They increase teacher’s motivation in terms of teacher’s professional development. Yes, I wish I could teach the students in that way. I believe I will be more helpful in this way.”*

### **Washback Effect of Assessment Tasks**

Washback is defined as the impact of testing on teaching in a positive or negative way (Hughes, 2003). In this study, the washback effect of the assessment tasks was investigated through teacher and students responses in the follow-up interviews. Accordingly, Table 35 shows the frequencies and percentages of the teacher responses on the washback effect of the tasks. Three teachers think that these tasks have affected the language teaching positively. On the other hand, one of them stated that any impacts were not observed in language learning.

Table 35

*The Frequencies and Percentages of the Follow-up Interview Responses about the Washback Effect of the Assessment Tasks*

	Semi-structured Teacher Follow-up Interview		Focus-group Student Follow-up Interview	
	<i>f</i>	%	<i>f</i>	%
Positive	3	75	64	90.14
Negative	-	-	3	4.23
No effect	1	25	4	5.63
Total	4	100	71	100

The examples of teacher responses are given below:

T1: *“They affected positively. I mean, the results which they had, their English learning, and their satisfaction may get them to like English.”*

T2: *“Generally, I think that they have a positive impact on the students’ learning. I think that they gave more attention because they were the activities in which the students attended actively.”*

T3: *“Yes, they did. They did very much. First of all, their attention and motivation to the lesson have increased in line with the activities implemented. The reason why their motivation have increased is that they are in a comfortable learning setting by listening to the songs, acting freely in the classroom, not be obliged to listen to the lesson in a boring way. The activities implemented have an effect as well.”*

T4: *“In order to observe the impact of the activities, more time is necessary, and they should be implemented to more units.”*

With respect to the student responses, 90.14% of the students think that tasks have a positive effect on their learning whereas 4.23% of them explained that there was a negative effect. In addition, 5.63% of the students said that they had not recognized any effects. The students’ responses in the follow-up interview are exemplified as follow:

S2: *“Evet çünkü yanlışlarımı görüp ve bu yanlışlarıma çalışarak bir sınav olduğumuzda daha yüksek not alabilirim.”*

S2: *“Yes, because I can get high marks in an exam by realizing my errors and studying these errors.”*

S35: *“Olumlu etkiledi. Çünkü herkes o konuyu anladı.”*

S35: *“They have affected positively. Because everyone has understood the content.”*

S53: *“Bu etkinlikler beni olumlu etkiledi çünkü çok eğlenip İngilizce konuştum.”*

S53: *“These activities have affected me positively because I spoke English by having fun.”*

S61: *“Olumlu oldu. Çünkü İngilizce böylelikle daha kolay öğrenmiş oluruz.”*

S61: *“It was positive. Because we learn English easier in this way.”*

S62: *“Olumlu etkiledi herkes birbiriyle İngilizce konuştu kimsenin Türkçe konuşmaması çok güzeldi.”*

S62: *“They have affected positively everyone spoke English to each other it was nice that nobody spoke Turkish.”*

### **Meeting YLLs’ Assessment Needs**

With the aim of defining to what extent the needs of the stakeholders were met, EFL teachers evaluated the assessment tasks in terms of YLLs’ basic characteristics in the follow-up interview. Their responses are given below:

T1: *“The fact that there is listening is good for the students. In addition, there should be visual activities. If technological devices are utilized, it becomes more permanent in the students’ memories. They met but they would have met my expectations more if there had been visuals, too.”*

T2: *“They meet extensively because I think that they meet the students’ need of learning with fun. Even so, there are some lacks. There are technological lacks in listening.”*

T3: *“They meet the students’ expectations largely because they do not like classical exams. They like the activities in which they take part actively. They met my expectations but helped me to see the difficulties in implementation.”*

T4: *“They met largely. Materials, questions are appropriate to the young learners. Young learners cannot do the exams conducted with the classical methods. The activities, which you implemented, draw their attention more. Making effort in the classroom, asking questions to each other were appreciated by the class teacher.”*

According to their responses, two of the teachers stated that tasks catered for the pupils’ needs. On the other hand, two teachers expressed that the tasks met their needs partially and had some weaknesses in terms of the technology, visual aids, and practicality.

## **Discussion of the results related to the Third Research Question**

### **Recognition of Assessment Tasks**

In view of the results about the student recognition of the assessment tasks in Unit 2 and Unit 3, it can be seen that listening tasks (Task 5 & Task 8) and primary listening & speaking tasks (Task 6 & Task 9) were recognized by the majority of the students. By

comparison, secondary listening & speaking tasks (Task 7 & Task 10) “information gap” activities were identified less by YLLs. In the implementations of the two-unit tasks, students think that their performances were better in both primary and secondary listening & speaking activities than listening tasks.

In terms of the difficulties in administration of assessment tasks, it can be deduced that the students experienced more problems in Unit 2 as compared with Unit 3. The main reason may be the external effect of assessment on their life of learning (Johnstone, 2000) because they express that they faced with less difficulties in Unit 3. It means that they see the assessment as a part of learning. Also, the students claim that the problems may stem from the lack of utilizing technological devices, their friends’ use of L1 in pair-and group-work activities, difficulty level of the tasks, and conformity with their friends. Since these tasks were carried out in young learners’ classrooms, it was important that the pupils had an enjoyable time in the implementation. For this reason, their favourite tasks were questioned in the interview. In view of their responses, they had more fun in Task 6 “Find someone who...” in Unit 2 whereas they did not enjoy in Task 5, listening-matching activities. Similarly, they had a good time in Task 9 and 10 (speaking & listening activities) in Unit 3 while they did not enjoy in Task 8 (listening and choosing). Regarding these findings, it can be stated that YLLs want to have fun and become actively involved in the assessment activities (Hughes, 2003).

As a summary, the students were generally aware of the assessment tasks carried out in their classrooms. They performed well particularly in speaking & listening assessment tasks. The pupils had less problems in implementation of the tasks in Unit 3. Also, they enjoyed more in speaking & listening assessment tasks in relation to their high performance. That is to say, the students like the assessment including fun and active participation.

### **Usefulness of Assessment Tasks**

In respect of the student and teacher responses, it is described that the assessment tasks are useful for the language learning. Teachers emphasize the task usefulness and explain that these tasks give the pupils opportunities like in-class communication and target language use. Also, they state that these tasks are suitable for YLLs’ cognitive level. This finding is consistent with the suggestions for young learner’s assessment made by Cameron (2001), Hughes (2003), and McKay (2006). Likewise, both students and teachers stress that these

tasks have contributed to EFL instruction. In terms of bringing insight into learning strengths and weaknesses, the majority of pupils explain that they were informed about their assessment results at the end of the task implementation. It can be inferred from the results that assessment tasks are used with diagnostic and formative purposes. These findings show the reflection of formative assessment perspective on language assessment (Rea-Dickins & Gardner, 2000).

### **Language Achievement through Assessment Tasks**

With reference to achievement test results, the mean is 62.54 out of 100 points. This value shows that the students got lower points as compared with the total scores in Unit 2 (Mean=79.93) and Unit 3 (Mean=86.64). There may be different reasons to explain this comparison. Whereas assessment tasks were based on assessing listening and speaking through task-based assessment, achievement test was developed in order to test these skills indirectly because of the practicality issues. Another reason may be unfamiliarity of test type for YLLs. Notwithstanding, the mean score is evaluated as successful according to the cut points identified by MoNE (2014). On the other hand, the difference in mean, median, and mode values indicates that the distribution is negatively skewed. The negatively-skewed distribution shows that the students have gained the content including the course objectives (Brown, 2005, p. 131). Accordingly, achievement test results explain that the students have mostly attained the language objectives given in the curriculum.

### **Language Attainment through Assessment Tasks**

The YLLs' language attainment after the two-unit implementation of ILTPY was defined with task and checklist scores. The fact that the mean score in Unit 2 (79.93) is lower than the mean score in Unit 3 (86.64) explains that there is an increase in the students' achievement between the two tasks. Similarly, the mean score of Checklist 3 (3.87) is higher than the mean score of Checklist 2 (3.60). This finding gives evidence on the increase in the students' language attainment. In view of Wilcoxon test results, it can be understood that the difference between Unit 2 and Unit 3 is statistically significant. Likewise, the difference between Checklist 2 and Checklist 3 is significant in accordance with Wilcoxon test statistics. These statistical degrees illustrate the language attainment between the assessment task implementations.

As the teacher-based assessment gives a broad understanding of the student performance to the stakeholders (Gipps, 1994), the correlation between implementation and checklist scores is intended to examine in this study. The findings show that there is a statistically significant relationship between Unit 2 and Checklist 2 scores in addition to Unit 3 and Checklist 3 scores. Furthermore, the relationship between unit and checklist scores can be seen at moderate level in terms of interpreting the correlation coefficients (Roscoe, 1975 as cited in Köklü, Büyüköztürk, & Çokluk-Bökeoğlu, 2007). That is to say, assessment task results are reinforced with teacher-based assessment in the classroom. In view of teachers' follow-up interview responses, most of the teachers think that the assessment tasks have facilitated the learners' attainment to curricular objectives because the tasks assess the skills integratively and promote the pupils' motivation. On the other hand, one of the teachers stated that any attainment was not observed because of the limited implementation time. On that account, the assessment tasks may offer the maximum language attainment in a large-scale study which aims to assess all language objectives in a course.

Briefly, the attainment of YLLs is obvious in view of the significant statistical increases between two unit scores in addition to two checklist scores. Also, teacher responses illustrate that the assessment tasks help learners achieve the program goals.

### **The Effect of Assessment Tasks on Motivation**

With reference to the analyses of the teacher and student responses on motivation, it can be deduced that assessment tasks have increased the student motivation more than teacher motivation. Students explain that they were motivated when they learned new things and collected stars as the indicators of their achievement. In a similar vein, EFL teachers state that there was increase in their motivation because the implementation provided them with the professional development, and the students were motivated to use the target language and participate in the learning activities. In a different way, one of the language teachers emphasized that their motivation would be affected negatively since the development, administration, and scoring of these tasks were challenging for teachers.

To sum up, teacher and student motivations have increased at the end of implementation process with various reasons. They may have slightly negative effect on teacher motivation because of the impracticality in the development and administration procedures. The fact that the tasks help language learning is the main motivating factor for YLLs.

### **Washback Effect of Assessment Tasks**

As regards the teacher and student responses on the washback effect of the assessment tasks, a large number of the students claim that these tasks have had a positive impact on their learning because they could learn easily and alternatively, identify their lack of learning, speak English, and have fun. On the contrary, some students explain that they have not experienced any effects during the implementation. In addition, some of them expressed the negative impact of these tasks on language instruction. However, the majority of the students have agreed on the positive impact of assessment tasks.

On the other hand, EFL teachers do not think that these tasks may have harmful impact on teaching and learning but one of the teachers underlines the restricted time to observe the washback effect. Apart from this point of view, three teachers believe that the tasks were useful because they enabled the students to take part in the activities willingly, helped them learn English, and increased their motivation and awareness. Consequently, it can be stated that the assessment tasks have generally positive washback whereas time limitation and different classroom practices are the major challenges to observe the washback in the classroom.

### **Meeting Assessment Needs**

In relation to the teachers' interview responses, the assessment tasks have mainly catered for the needs of YLLs since these tasks show appropriateness to the level, promote learning with fun, require active participation, and test the listening skill. Nevertheless, there are some gaps in assessment tasks like allotted time and utilizing the visuals and technology in order to meet the stakeholders' needs. Additionally, teachers explain that their expectations from the language assessment have been mostly satisfied.



## **CHAPTER V**

### **CONCLUSION AND IMPLICATIONS**

#### **Summary of the Research Study**

In this study, it was aimed to develop and suggest an integrative testing program for the 4<sup>th</sup> grade YLLs in the mainstream schools. For this reason, it was attempted to describe the existing assessment program at this level, define the needs and expectations of the stakeholders, and measure the effectiveness of the two-unit implementation of the suggested program: ILTPY (For the whole language testing program, see the sixth chapter and Appendix 17).

To achieve these aims, quantitative and qualitative data were collected from the 4<sup>th</sup> grade young learners and EFL teachers at state schools in Ankara on the basis of mixed research methodology. As the data collection tools, observation forms, primary and follow-up interview sheets, suggested assessment tasks and task-specific rubrics, end-of-unit conference forms, and achievement test were employed. Qualitative data were analyzed with content analysis and constant-comparison method whereas descriptive statistics were employed to analyze the quantitative data. Since the data collected from the assessment tasks and objective-based checklists were not normally distributed, non-parametric statistical analysis techniques were used. The analysis results of quantitative and qualitative data were reported and discussed interdependently to provide a better understanding of the study findings in the light of the research questions.

Accordingly, the study shows that the assessment at the 4<sup>th</sup> grade is mainly conducted with formative and summative purposes; writing, vocabulary, speaking, and listening are the skills assessed mostly; written exams, performance tasks, and homework are extensively used by EFL teachers along with the assessment tools such as exam papers, task materials, and traditional materials; these tools are commonly developed by using supplementary

books, downloading and adapting online materials, and making use of teachers' their own testing mastery; these tools are generally scored with the answer keys; assessment results are primarily reported to the students in written and verbal ways; the feedback on the assessment results is largely given by EFL teachers, and the main strengths are objectivity and content-related validity in these language tests whereas time practicality is regarded as the weakness.

With respect to the needs and expectations of the stakeholders, YLLs would like to be assessed through the written exams, projects, oral exams, self-assessment, and performance tasks; the pupils would like to use colorful materials and get higher points in language tests; the parents expect their students to get higher marks, learn and speak English, and have optimal teaching and testing environment, and the language teachers would like to assess mainly oral skills and utilize the visuals and technology. On the other hand, teachers commonly expect the success and parental support from the 4<sup>th</sup> grade assessment.

In view of the two-unit implementation of ILTPY, YLLs mostly recognize all assessment tasks and experience relatively less difficulty in Unit 3; their language performance is higher in integrative speaking and listening assessment tasks, and all tasks are useful in terms of making contributions to language learning; assessment tasks have principally positive washback; the level of group achievement consolidates that they have attained the language objectives. Finally ILTPY is effective in young learners' classrooms.

## **Conclusion**

The basic conclusions of the study are given in line with the main results related to the research questions. Accordingly, the first question of the study is about the existing assessment and evaluation practices in the 4<sup>th</sup> grade classrooms. The relevant results are explained in five categories: language assessment purposes, language skills assessed, language assessment methods, techniques, and tools, language assessment results, and strengths and weaknesses of the existing assessment program at the 4<sup>th</sup> grade.

With reference to these categories, YLLs are assessed mainly with formative purpose. EFL teachers question the pupils' learning in classroom, identify the lack of learning, and provide the necessary support. Besides, EFL teachers use summative tests to measure the YLLs' overall learning. Diagnostic assessment is relatively less conducted in classrooms. In view of the language skills, writing and vocabulary are the most commonly assessed

skills. Following that, speaking is assessed largely by EFL teachers as emphasized in language teaching curriculum. Whereas listening assessment is not observed in the classroom, teachers stress that they assess this skill extensively. On the other hand, reading and pronunciation are the skills assessed less at the 4<sup>th</sup> grade level. In classroom practices, the main language assessment method is written examination. Similarly, performance tasks and homework are used to assess YLLs' performance. In agreement with these methods, exam papers, classical materials, and minus-and-plus checklists are utilized as language assessment tools.

Assessment tools are developed in accordance with the source books, downloadable materials, and teachers' testing skills. Also, EFL teachers generally use answer keys to score these tools. Assessment results are primarily reported to the students in written or verbal ways. The students get feedback on these assessment results. As regards the existing language assessment program at the 4<sup>th</sup> grade level, objectivity and content validity of the assessment tools are the strengths of the program whereas allotted time for language teaching is not sufficient for conducting assessment. Additionally, securing reliability in the current assessment needs improvement. Considering the assessment practices in YLLs' classroom, it is obvious that written examination and homework are the leading factors in order to assess the pupils' writing skill and vocabulary in formative and summative ways. Likewise, assessment of oral skills is taken into account through performance-based tasks. It is required to develop the existing assessment program in terms of reliability and practicality.

With respect to the second research question, the main concern is to describe the assessment needs and expectations of the stakeholders, *students, parents, and teachers*. It can be stated that written examination, oral examination, projects, performance tasks, and self-assessment are the ideal language assessment methods for YLLs. As appropriate to their cognitive development, the colourful materials and tasks should be used for language assessment. Parents expect higher teaching and testing performance from EFL teachers and academic success from their children. On the other hand, EFL teachers want to assess oral skills in an equipped language classroom and make use of the technology and visual aids. In addition, they want their students to become successful and autonomous learners and focus on learning rather than assessment.

In view of the third question in this study, it is attempted to investigate the effectiveness of the two-unit implementation of ILTPY in the 4<sup>th</sup> grade classrooms. Accordingly, it can be

concluded that the assessment tasks were largely recognized by the students. They demonstrated higher performances in the tasks requiring the active in-class participation. The students had relatively less assessment problems in Unit 3 in addition to enjoying in speaking and listening tasks. It may be deduced that the tasks were useful in terms of language teaching. Also, they have made contributions to the pupils' learning and enabled the learners to get the feedback on the assessment results. The negatively skewed distribution of achievement test scores shows that most of the students have mastered the content given in the language teaching curriculum. With respect to non-parametric statistics, it can be stated that the YLLs' language performance is relatively higher in Unit 3 according to the task-specific rubrics and objective-based observation results. This finding shows that there is a significant language attainment from Unit 2 to Unit 3. In a similar way, the significance of the correlations between checklists and task scores confirms that assessment tasks are reinforced with teacher-based assessment. According to the follow-up interviews, it is obvious that ILTPY motivates language learning and teaching substantially, but not completely because of the practicality. Likewise, it is seen that ILTPY has a positive washback on language learning. That is to say, it facilitates the pupils' language learning by strengthening the existing background of the language form and functions, or compensating for the lack of YLLs' learning. Finally, it can be understood that the assessment needs and expectations, which are defined in line with the second research question, are mostly met but the suggested program should be developed by utilizing technological devices in order to cater for all needs and expectations.

In sum, this study draws the basic guidelines between the existing language assessment program in MoNE and the suggested ILTPY. It can be concluded that ILTPY is suitable for the young learners' cognitive and affective development. Assessment tasks promote and facilitate the pupils' language learning and attainment. It minimizes the externality of language assessment in YLLs' classrooms. On the other hand, it needs improvement in terms of activating technological devices and allotting effective time for language testing.

### **Implications and Suggestions**

Language testing is an essential component of language teaching. That's why each implementation in language teaching influences the assessment and evaluation practices by and large. In accordance with the study results, the types and ways of language assessment in the 4<sup>th</sup> grade classrooms were identified. This identification summarizes the general

framework of language learning in young learners' classrooms since language testing is seen as the reflection of learning. By utilizing this framework, the stakeholders can get information about the teaching practices at this level, examine the relationship between the theory and practice, and make decisions on the instructional reforms.

More specifically, it is clear that portfolio assessment and self-assessment are not commonly administered in the 4<sup>th</sup> grade classrooms. Regarding this result, the assessment tasks, which promote self-assessment and provide an extensive use of language portfolios, should be constructed. Similarly, it is seen that listening is assessed less commonly whereas speaking skill is frequently tested through classroom observation and performance-based tasks. For this reason, listening assessment should be embedded in testing process by using technological devices. On the other hand, it is expected to have learning-centered instruction rather than testing-centered. To meet this expectation, assessment activities should be constructed in accordance with the familiar learning activities as conducted in ILTPY. This kind of assessment enables the language teachers, *as test users*, to get information about learning strengths and weaknesses in the classroom context. In addition, it can be concluded from the implementation results that allotted time for testing should be increased in order to ensure reliability.

Moreover, as the end-product of this research study, ILTPY was developed with a purpose of reflecting the curricular objectives on the assessment, promoting the pupils' language attainment, and integrating the testing into language learning process. With respect to the effectiveness of this suggested program, ILTPY can be developed for the 2<sup>nd</sup> and 3<sup>rd</sup> grade young learners. In view of the language objectives at these levels, all young learners in primary state schools may be tested through the integrated assessment tasks. In the same way, this suggested program can be adapted for the higher age levels in secondary or high schools. Thus, language assessment not only reflects the curriculum content but also reinforces the classroom-based language learning.

To sum up, the description of the existing assessment practices and stakeholders' needs at the 4<sup>th</sup> grade gives a better understanding of EFL teaching practices for YLLs. In view of the in-depth description, language teachers can review the learning process and regulate the teaching and testing setting according to the pupils' needs. Furthermore, ILTPY implementation draws attention to the integration of the assessment into learning. With respect to the study results, it can be concluded that YLLs demand the language assessment in which they actively get involved. Accordingly, the language teaching

curriculum should provide the assessment content which promotes the pupils' active participation, language attainment, learner autonomy, and motivation.



## **CHAPTER VI**

### **ILTPY**

Integrative Language Testing Program for the 4<sup>th</sup> Grade Young EFL Learners (ILTPY) was mainly developed in view of the problem and aims of the study. It is theoretically based on communicative language testing. McNamara (2000) emphasizes the influence of Hyme's theory of communicative competence on language teaching and testing. Regarding this influence, communicative language testing is essential to observe the learners' language performance in natural setting. Basically, it offers a general framework for the language learners in order to demonstrate what they learn in a meaningful communicative situation (Canale & Swain, 1980).

ILTPY is integratively embedded in teaching activities in the classroom setting. That enables the assessment to be recognized as part and parcel of EFL teaching. Holistically, the program has four main components: the 4<sup>th</sup> grade language skills and objectives, communicative functions and language use, assessment tasks, and construct definitions. Language skills and objectives are the progressive outcomes which play an important role in shaping learning, teaching and testing whereas communicative functions and language use reflect the content to be given in the 4<sup>th</sup> grade language classrooms. On the other hand, the assessment tasks offer a wide range of communicative situations which are used with the aim of testing YLLs. These tasks help learners minimize testing anxiety by giving a sense of practicing the target language. Each of them includes the instructions about how to carry out the assessment. Finally, construct definitions, which validate the assessment process, describe the aim and structure of the tasks. More specifically, these four components are explained in detail below:

## **Language Skills & Objectives**

Brown (1995) defines the instructional objectives as “specific statements that describe the particular knowledge, behaviours, and/or skills that the learner will be expected to know or perform at the end of a course or program” (p. 73). Accordingly, they are the descriptors of the expected performance. These descriptors have an influence on defining the language teaching and learning activities. In a similar vein, the assessment is profoundly shaped by language objectives. Cameron (2003) characterizes the goals as “a target or focus” to measure what is learnt (p. 228).

In view of ILTPY, the language skills and objectives, which are directly taken from English teaching curriculum devised by MoNE (2013), give information about YLLs’ learning process and products at the end of the 4<sup>th</sup> grade program. In EFL teaching curriculum, it is emphasized that the main principles of CEFR are effective in the program development. In line with CEFR, the major language skills at this level are defined as speaking and listening in addition to limited writing and reading. Therefore, the instructional objectives mainly indicate the main attributes of speaking and listening skills.

In ILTPY, language objectives, which are described separately as speaking and listening, are essentially used to operationalize the construct, write the assessment task blueprints, and develop the task materials. As all assessment process is carried out in the light of language objectives, they are the core component of ILTPY.

## **Communicative Functions and Language Use**

CEFR is based on a philosophy which emphasizes “teaching and assessment must relate to a very general view of language use and learning.” (CoE, 2001, p. 9). That is to say, language teaching is expected to aim at using language, and assessment should be conducted in a setting where the test takers use the target language. In EFL teaching curriculum for YLLs, MoNE (2013) describes the communicative functions and related language use for each level. These functions give shape to the language learning process and content to be taught in YLLs’ classrooms. Also, language teaching materials for YLLs are developed in accordance with target language use (TLU).

In ILTPY, communicative functions and language use are elaborately explained and exemplified. TLU is principally taken into account in the suggested program in order to test what has been taught. Each assessment task material was developed with reference to

TLU and communicative functions emphasized in the curriculum. It is purposefully attempted that YLLs actively take part in the assessment task by enquiring, asking for and giving information.

### **Construct Definitions**

In educational measurement, construct is operationally described as the indicators of the performance or behaviour (Crocker & Algina, 2008). To measure an instructional variable, test developers are expected to define some attributes as observable behaviours. Similarly, Fulcher and Davidson (2007) emphasize that language test response needs to be explained in number in order to “make an inference to an unobservable variable – our construct definition” (p. 78). In other words, language response to be given in an assessment task requires to be summarized as clear-cut measurable behaviours due to the fact that language assessment is a cognitive process itself. This summarization enables test developers to define the constructs theoretically. In other words, the theoretical definition of constructs “provides a basis for the development, in the operationalization stage, of test tasks” (Bachman & Palmer, 1996, p. 89). “An understanding of what we are trying to measure is the starting point for test construction (Buck, 2007, p. 1). Therefore, it offers concrete evidence for construct validity of language tests.

In ILTPY, 36 task constructs, adapted from ELT curriculum devised by MoNE (2013), were defined in accordance with language outcomes and communicative functions presented in language teaching curriculum. Generally, these constructs operationally reflect the observable behaviours in speaking and listening skills. Weigle (2002) emphasizes that “a construct definition based on instructional objectives in a course syllabus is useful when we want to know about specific areas of language ability.” (p. 79). Each task in ILTPY is based on the related construct to identify the assessment procedure and expected response. In addition to giving theoretical insights to language test developers, the construct definitions make possible to ensure construct validity of the assessment task in ILTPY.

### **Assessment Tasks**

In YLLs’ classrooms, the students “try to find a meaning and purpose for activities that are presented to them” (Cameron, 2001, p. 21). That is to say, YLLs actively construct their

learning when they gain meaningful experiences. Language tasks are “the activities that call for primarily meaning-focused language use” (Ellis, 2003, p. 3). For this reason, meaningful learning can be ensured through language use tasks. In a similar vein, “tasks are properly a central focus of educational assessment, because they produce the evidence upon which any subsequent feedback, decisions, predictions, or placements are based”. (Mislevy, Steinberg & Almond, 1999, p. 2). Likewise, Fulcher and Davidson (2007) put emphasis on the assessment tasks as “the most obvious, visible, part of a test” (p. 69). In relation to the implementation of language tasks in YLLs’ classes, McKay (2006) states that “many classroom teaching tasks can be used for assessment” (p. 102). From the point of this perspective, in-class tasks, which the pupils are familiar with, can be adopted for the purpose of assessment. In line with the process explained above, the assessment tasks in ILTPY have been integrated into language teaching. Following the related teaching activity, these tasks can be administered sequentially to observe language learning.

ILTPY totally covers 36 speaking and listening tasks which have been developed in connection with the language objectives, communicative functions, and TLU given in EFL teaching curriculum. All tasks are given in detail in Appendix 17. These assessment tasks aim to assess the 4<sup>th</sup> grade YLLs’ overall language performance in communicative environment. In order to develop the assessment tasks, three test development models were closely followed. The first model was designed by Bachman and Palmer (1996). In this model, there are three main phases: design, operationalization and administration. At the stage of design, the test purpose and constructs are defined, target language use is illustrated, and test takers’ characteristics are described. In the operationalization, test structure and task specifications (e.g. characteristics of input or expected response) are developed. As a final stage, tests are administered, and the feedback on test items is gathered. As a second model, Rea-Dickins (2001) splits the assessment process into four stages: planning, implementation, monitoring, recording, and dissemination. This model is mostly based on teacher-based assessment in YLLs’ classrooms. As a third model, McKay (2006) adapts test development continuum into young learners’ assessment context. In this model, a framework for task characteristics is used to develop assessment tasks. The framework includes characteristics of setting, assessment task procedure, input, expected response, and relationship between assessment and input. These components are explained in detail below:

1. *Definition of task constructs:* Each assessment task is based on achieving an instructional objective given in EFL curriculum. In order to measure whether the objective is achieved or not, the specific constructs related to the task need to be operationalized. At this stage, all task constructs were operationalized with reference to task objectives.

2. *Setting the testing environment:* Following the definition of the constructs, assessment setting is identified by taking into consideration physical environment and time of task. Each task was described with regard to the place of task administration, test takers and users, familiarity with participants, and task duration.

3. *Assessment procedure:* At this stage, the structure of the task (number of the parts, pedagogical demands, kinds of instruction (e.g. written, oral, visual), and allotted time for each part were characterized. Scoring method was defined, and the scoring process was explained in detail.

4. *Task input:* YLLs recognize the assessment task by making sense of the input presented in the task. For this reason, the language, format, and structure of input were described with explanations.

5. *Expected response:* As a basis for the language objectives, each assessment task includes different types of responses which are expected from the YLLs. At this stage, the language structure and format of the expected response were emphasized in consonance with the required language competence.

6. *Relationship between input and expected response:* After task input and expected response were defined, the relationship between them was examined. Typically, YLLs are supposed to give response by drawing meaning from the input. Also, this stage addresses to the adaptiveness and reciprocity of assessment tasks.

7. *Analyzing and reporting assessment task:* At this final stage, it was explained how to analyze the assessment task and report the result to YLLs. In terms of YLLs' pedagogical needs, the appropriate format of giving feedback was formulated.

ILTPY assessment tasks were developed in line with the steps abovementioned. In terms of scoring the assessment tasks, holistic, analytic, and task-specific rubrics were developed with reference to task objectives. To sum up, these tasks enable the language assessment to be respected as an integrated part of teaching. In addition to assessing YLLs communicatively, ILTPY tasks provide an anxiety-free testing environment for the learners.

## INTEGRATED LANGUAGE TESTING PROGRAM FOR THE 4<sup>th</sup> GRADE YOUNG EFL LEARNERS

Table 36

*Outline of Testing Program*

**UNIT:** ..... (This part defines the title of the unit in the curriculum)

<b>Language Skills &amp; Objectives*</b>	<b>Communicative Functions &amp; Language Use*</b>	<b>Assessment Tasks &amp; Methods</b>	<b>Construct Definition **</b>
<ul style="list-style-type: none"> <li>• This column gives information about English language learning objectives. These statements of learning objectives were directly taken from the curriculum developed by MoNE (2013).</li> <li>• Assessment tasks, methods and scoring rubrics were designed in line with these objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• This column gives information about the communicative functions and skills.</li> <li>• It is aimed to assess these functions and skills in the integrated language testing program.</li> <li>• These functions, skills, and related examples were directly taken from English language teaching curriculum developed by MoNE (2013).</li> <li>• Tasks mainly aim to assess these communicative elements in language learning setting.</li> </ul>	<ul style="list-style-type: none"> <li>• This column describes the assessment tasks and methods integrated with language learning.</li> <li>• Language assessment tasks were developed in accordance with the curriculum objectives, learning activities, and pedagogical needs.</li> <li>• The tasks are given as a whole in Appendix 17.</li> <li>• The main structural schemes for designing assessment tasks and methods were adapted from Bachman and Palmer (1996), O'Malley and Valdez Pierce (1996), Cameron (2001) and McKay (2006).</li> </ul>	<ul style="list-style-type: none"> <li>• This column gives the operational definitions of constructs which give shape to the construction of the assessment tasks.</li> <li>• Each task is developed with regard to the constructs based on the objectives given in English language teaching curriculum developed by MoNE (2013).</li> </ul>

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**UNIT 1: IN THE CLASSROOM**


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<b>Language Skills &amp; Objectives*</b>	<b>Communicative Functions &amp; Language Use*</b>	<b>Assessment Tasks &amp; Methods</b>	<b>Construct Definition **</b>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand short and clear speech on making requests and asking for permission.</li> <li>• Students will be able to recognize simple classroom instructions.</li> <li>• Students will be able to recognize numbers twenty through one hundred.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Students will be able to interact with their classmates through asking for and giving permission in short sentences and phrases.</li> <li>• Students will be able to make requests and tell others what to do using rehearsed simple phrases and short sentences.</li> <li>• Students will be able to give and respond to simple instructions verbally.</li> <li>• Students will be able to count to one hundred.</li> </ul>	<p><b>Apologizing</b></p> <p>— Sorry, not right now.</p> <p><b>Asking for permission</b></p> <p>May I come in? — Yes, you may. — Sure/Of course</p> <p><b>Making simple requests</b></p> <p>Give me the book, please. — Excuse me? — Here you are. — Say that again, please.</p> <p><b>Telling someone what to do</b></p> <p>Please come in. Clean the board, please. Turn around, please.</p>	<p><b>Tasks:</b></p> <p><b>Task-1: TPR Activity</b> “Keloğlan Says”</p> <p><b>Task-2: MINI DIALOGUE</b> <b>Make it, Act it!</b></p> <p><b>Task-3: ORAL PRESENTATION</b> <b>Present Your Booklet</b></p> <p><b>Task-4: GAME</b> <b>Boom the Numbers!</b></p> <p><b>Methods:</b></p> <p><b>1. Classroom Observation</b> <b>Forms A &amp; B</b></p> <p><b>2. Teacher-Student</b> <b>Conference Report-I</b></p>	<p><b>Tasks &amp; Constructs:</b></p> <p><b>Task-1:</b> Recognizing simple classroom instructions</p> <p><b>Task-2:</b> Understanding short speech on making requests and asking for permission</p> <p>Interacting with their classmates through asking for and giving permission in short sentences and phrases</p> <p>Making requests</p> <p><b>Task-3:</b> Telling others what to do using rehearsed simple phrases and short sentences</p> <p>Giving simple instructions verbally</p> <p><b>Task-4:</b> Recognizing numbers twenty through one hundred</p> <p>Counting to one hundred</p>

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**UNIT 2: CHILDREN’S DAY**

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Language Skills & Objectives*	Communicative Functions & Language Use*	Assessment Tasks & Methods	Construct Definition**
<b>Listening</b>  • Students will be able to recognize personal information about other people such as where they are from and where they live.  • Students will be able to identify different people’s personal possessions.	<b>Describing characters/people</b>  Look at the girl with the red kimono. Is she from Japan? — Maybe. / I think so.  <b>Identifying countries and nationalities</b>  Where is she from? — She is from Germany.	<b>Tasks:</b>  <b>Task- 5: MATCHING TASK Countries and Nations</b>  <b>Task-6: TPR Activity (Chart-filling) Find Someone Who....</b>  <b>Task-7: INFORMATION GAP “Where is s/he from?”</b>	<b>Tasks &amp; Constructs:</b>  <b>Task-5:</b>  Recognizing personal information about other people such as where they are from and where they live  <b>Task-6:</b>  Asking and answering the questions about people, their nationalities and home countries if articulated slowly and clearly
<b>Speaking</b>  • Students will be able to ask and answer questions about people, their nationalities and home countries if articulated slowly and clearly.	<b>Making simple inquiries</b>  Are you British? — No, I’m not.  <b>Talking about locations of things</b>  Where is Germany? — It’s in Europe.	<b>Methods:</b>  <b>1. Classroom Observation Forms A &amp; B</b>  <b>2. Teacher-Student Conference Report-II</b>	<b>Task-7:</b>  Recognizing personal information about other people such as where they are from and where they live  Identifying different people’s personal possessions

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**UNIT 3: FREE TIME**

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Language Skills & Objectives*	Communicative Functions & Language Use*	Assessment Tasks & Methods	Construct Definition **
<p><b>Listening</b></p> <ul style="list-style-type: none"><li>• Students will be able to understand the gist and key information in short, recorded passages of people talking about their likes and dislikes.</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Students will be able to say what they like doing.</li><li>• Students will be able to ask people questions about what they like and answer such questions addressed to them provided they are articulated slowly and clearly.</li></ul>	<p><b>Expressing likes and dislikes</b></p> <p>I like swimming. I don't like playing chess.</p> <p><b>Making simple inquiries</b></p> <p>Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't.</p> <p><b>Making simple requests</b></p> <p>Repeat, please? Pardon? Slowly, please.</p>	<p><b>Tasks:</b></p> <p><b>Task-8: MULTIPLE CHOICE</b> “Kelođlan likes...” &amp; ”Kelođlan doesn't like...”</p> <p><b>Task-9: ORAL INTERVIEW</b> “Survey: Likes and Dislikes in the Classroom”</p> <p><b>Task-10: INFORMATION GAP</b> “Who is he/she?”</p> <p><b>Methods:</b></p> <p><b>1. Classroom Observation</b> <b>Forms A &amp; B</b></p> <p><b>2. Teacher-Student</b> <b>Conference Report-III</b></p>	<p><b>Tasks &amp; Constructs:</b></p> <p><b>Task-8:</b></p> <p>Understanding the gist and key information in short, recorded passages of people talking about their likes and dislikes</p> <p><b>Task-9:</b></p> <p>Asking people questions about what they like and answering such questions addressed to them provided they are articulated slowly and clearly</p> <p><b>Task-10:</b></p> <p>Saying what they like doing</p>

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**UNIT 4: CARTOON CHARACTERS**


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Language Skills & Objectives*	Communicative Functions & Language Use*	Assessment Tasks & Methods	Construct Definition**
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to get the main idea when people describe their own or others’ abilities in clear and short sentences.</li> <li>• Students will be able to recognize what others possess provided that the speech is clear, short and slow.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Students will be able to talk about their own and others’ possessions.</li> <li>• Students will be able to deliver a very brief speech about their own and other people’s abilities when they are given time for advance preparation.</li> </ul>	<p><b>Expressing ability and inability</b></p> <p>Can you speak English? — Yes, I can.</p> <p><b>Making simple inquiries</b></p> <p>Can he jump? — Yes, he can/No, he can’t.</p> <p><b>Talking about possessions</b></p> <p>This is my guitar, and I can play it.</p>	<p><b>Tasks:</b></p> <p><b>Task-11: MATCHING TASK</b> “My Abilities”</p> <p><b>Task-12: COMPREHENSION</b> “This is my guitar!”</p> <p><b>Task-13: ORAL PRESENTATION</b> “My Favorite Cartoon Characters”</p> <p><b>Task-14: MINI DIALOGUE (Pair Work) “What do you have in your schoolbag?”</b></p> <p><b>Methods:</b></p> <p><b>1. Classroom Observation Forms A &amp; B</b></p> <p><b>2. Teacher-Student Conference Report-IV</b></p>	<p><b>Tasks &amp; Constructs:</b></p> <p><b>Task-11:</b></p> <p>Getting the main idea when people describe their own or others’ abilities in clear and short sentences</p> <p><b>Task-12:</b></p> <p>Recognizing what others possess provided that the speech is clear, short and slow</p> <p><b>Task-13:</b></p> <p>Delivering a very brief speech about their own and other people’s abilities when they are given time for advance preparation</p> <p><b>Task-14:</b></p> <p>Talking about their own and others’ possessions</p>

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**UNIT 5: MY DAY**

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Language Skills & Objectives*	Communicative Functions & Language Use*	Assessment Tasks & Methods	Construct Definition**
<p><b>Listening</b></p> <ul style="list-style-type: none"><li>• Students will be able to extract the gist and relevant specific information in short recorded passages about predictable everyday routines which are spoken slowly and clearly.</li><li>• Students will be able to recognize the time in short and clear speech.</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Students will be able to give personal information on the daily routines they do at different times of the day.</li><li>• Students will be able to ask and answer and initiate and respond to simple statements about their daily routines.</li><li>• Students will be able to ask and answer about the time.</li></ul>	<p><b>Describing what people do regularly</b></p> <p>I wake up in the morning. I have breakfast with my mother and brother.</p> <p><b>Making simple inquiries</b></p> <p>What do you do at noon? — I have lunch at school.</p> <p><b>Telling the time, days and dates</b></p> <p>What time is it? — It's 7 o'clock. — It's 4:40. — It's 2:25.</p>	<p><b>Tasks:</b></p> <p><b>Task-15: ORAL CLOZE (Grid-filling)</b> “Everyday Routines”</p> <p><b>Task-16: ROLE-PLAY</b> “Our Daily Activities”</p> <p><b>Task-17: TPR Activity</b> “Throw the Ball and Ask for the Time!”</p> <p><b>Taks-18: ORAL PRESENTATION</b> “My Daily Craft”</p> <p><b>Methods:</b></p> <p><b>1. Classroom Observation Forms A &amp; B</b></p> <p><b>2. Teacher-Student Conference Report-V</b></p>	<p><b>Tasks &amp; Constructs:</b></p> <p><b>Task-15:</b> Extracting the gist and relevant specific information in short recorded passages about predictable everyday routines which are spoken slowly and clearly</p> <p>Recognizing the time in short and clear speech</p> <p><b>Task-16:</b> Asking and answering &amp; Initiating and responding to simple statements about their daily routines</p> <p><b>Task-17:</b> Asking and answering about the time</p> <p><b>Task-18:</b> Giving personal information on the daily routines they do at different times of the day</p>

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**UNIT 6: DOING EXPERIMENT**

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<b>Language Skills &amp; Objectives*</b>	<b>Communicative Functions &amp; Language Use*</b>	<b>Assessment Tasks &amp; Methods</b>	<b>Construct Definition**</b>
<b>Listening</b>	<b>Giving and responding to simple instructions</b>	<b><u>Tasks:</u></b>	<b><u>Tasks &amp; Constructs:</u></b>
• Students will be able to understand and follow simple instructions if addressed to them slowly.	Cut the paper.	<b>Task-19: COMPREHENSION</b> <b>“Number the Bubbles”</b>	<b>Task-19:</b> Understanding and following simple instructions if addressed to them slowly
• Students will be able to recognize phrases/descriptions about locations.	<b>Making simple inquiries</b>	<b>Task-20: TRUE/FALSE Activity</b> <b>“Where is Sponge Bob?”</b>	<b>Task-20:</b> Recognizing phrases/descriptions about locations
<b>Speaking</b>	What is .... in English?	<b>Task-21: MINI DIALOGUE</b> <b>“Picture Description”</b>	<b>Task-21:</b> Asking and answering questions about locations of objects
• Students will be able to give short, basic instructions.	<b>Talking about locations</b>	<b>Task-22: ORAL PRESENTATION</b> <b>“That’s My Experiment”</b>	Asking and answering very simple clarification questions through short expressions or mimes and actions
• Students will be able to describe locations of people and things.	Where is the brush? — It’s in front of the bottle.	<b><u>Methods:</u></b>	<b>Task-22:</b> Giving short, basic instructions
• Students will be able to ask and answer questions about locations of objects.	<b>Telling someone what to do</b>	<b>1. Classroom Observation Forms A &amp; B</b>	Describing locations of people and things
• Students will be able to ask and answer very simple clarification questions through short expressions or mimes and actions.	Mix black and white, and you get grey.	<b>2. Teacher-Student Conference Report-VI</b>	

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**UNIT 7: JOBS**

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Language Skills & Objectives*	Communicative Functions & Language Use*	Assessment Tasks & Methods	Construct Definition**
<b>Listening</b>	<b>Describing what people do regularly</b>	<b><u>Tasks:</u></b>	<b><u>Tasks &amp; Constructs:</u></b>
• Students will be able to identify other people’s jobs, likes and regular activities when stated in clear and short sentences.	What is your job? — I’m a doctor. I work at a hospital. — I’m a farmer. I like animals and I work on a farm.	<b>Task-23: MATCHING</b> “Where is the EXIT?”	<b>Task-23:</b> Identifying other people’s jobs, likes and regular activities when stated in clear and short sentences
<b>Speaking</b>	<b>Expressing likes and dislikes</b>	<b>Task-24: ORAL PRESENTATION</b> “Describe your family!”	<b>Task-24:</b>
• Students will be able to talk about other people’s jobs, regular activities and likes in simple sentences.	What does she like? — She’s a teacher, and she likes teaching children.	<b>Task-25: TPR Activity (Chart-filling)</b> <b>Find Someone who....</b>	Talking about other people’s jobs, regular activities and likes in simple sentences
• Students will be able to ask and answer questions on what people do regularly and what they like doing using short sentences and phrases.	<b>Making simple inquiries</b>	<b><u>Methods:</u></b>	<b>Task-25:</b>
	What does she do? Where does she work? — at a post office.	<b>1. Classroom Observation Forms A &amp; B</b>  <b>2. Teacher-Student Conference Report-VII</b>	Asking and answering questions on what people do regularly and what they like doing using short sentences and phrases

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**UNIT 8: MY CLOTHES**


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Language Skills & Objectives*	Communicative Functions & Language Use*	Assessment Tasks & Methods	Construct Definition**
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand the essential information in short recorded passages dealing with predictable, everyday matters (clothes and weather conditions) which are spoken slowly and clearly and when there is visual support.</li> <li>• Students will be able to recognize the names of the seasons in short and clear speeches.</li> </ul>	<p><b>Accepting and refusing</b> <b>Making simple requests</b></p> <p>May/Can I borrow your umbrella? — Here you are. — No, sorry, it’s broken.</p> <p><b>Describing the weather</b> <b>Expressing basic needs</b></p> <p>What’s the weather like? — It’s rainy today. I need my umbrella.</p>	<p><b>Tasks:</b></p> <p><b>Task-26: MULTIPLE CHOICE</b> “Capitals and Weather”</p> <p><b>Task-27: MATCHING</b> “Seasons”</p> <p><b>Task-28: MINI DIALOGUE</b> “Let’s go on a picnic!”</p>	<p><b>Tasks &amp; Constructs:</b></p> <p><b>Task-26:</b> Understanding the essential information in short recorded passages dealing with predictable, everyday matters (clothes and weather conditions) which are spoken slowly and clearly and when there is visual support</p> <p><b>Task-27:</b> Recognizing the names of the seasons in short and clear speeches</p>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe the weather.</li> <li>• Students will be able to name the seasons.</li> <li>• Students will be able to ask and answer simple questions and initiate and respond to simple statements in areas of immediate need or on very familiar topics (e.g., the weather).</li> <li>• Students will be able to ask people for things and give people things.</li> </ul>	<p><b>Making simple inquiries</b> <b>Naming the seasons of the year</b></p> <p>What’s the weather like in Ankara in winter? — It’s cold and snowy.</p> <p><b>Telling people what to do</b> <b>Naming common objects</b></p> <p>What’s the weather like? — It’s windy. Put on/wear your coat.</p>	<p><b>Task-29: ORAL PRESENTATION</b> “Weather Forecast”</p> <p><b>Methods:</b></p> <p><b>1. Classroom Observation</b> <b>Forms A &amp; B</b></p> <p><b>2. Teacher-Student</b> <b>Conference Report-VIII</b></p>	<p><b>Task-28:</b> Asking and answering simple questions and initiate and respond to simple statements in areas of immediate need or on very familiar topics (e.g., the weather)</p> <p>Asking people for things and giving people thing</p> <p><b>Task-29:</b> Describing the weather Naming the seasons</p>

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**UNIT 9: MY FRIENDS**

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Language Skills & Objectives*	Communicative Functions & Language Use*	Assessment Tasks & Methods	Construct Definition**
<b>Listening</b>  • Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features).	<b>Describing characters/people</b>  She is/isn't very friendly. My best friend is cheerful and energetic. My mother is tall and slim, and she has a lovely smile.	<b>Tasks:</b>  <b>Task-30: COMPREHENSION</b> “Cross and Tick”  <b>Task-31: PHOTO DESCRIPTION</b> “My Friends”  <b>Task-32: SURVEY</b> “Tell me about your character”  <b>Methods:</b>  <b>1. Classroom Observation</b> <b>Forms A &amp; B</b>  <b>2. Teacher-Student</b> <b>Conference Report- IX</b>	<b>Tasks &amp; Constructs:</b>  <b>Task-30:</b>  Understanding the main point in short, clear, simple messages and announcements  <b>Task-31:</b>  Describing students' friends and other people  <b>Task-32:</b>  Asking and answering about other people's physical characteristics and personality
<b>Speaking</b>  • Students will be able to describe their friends and other people (family members, teachers, etc.).  • Students will be able to ask and answer about other people's physical characteristics and personality.	<b>Making simple inquiries</b>  What is she like? She is quiet and hardworking.  What does he look like? He has curly hair and a moustache.  <b>Talking about possessions</b>  He has blue eyes. I have brown hair.		

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**UNIT 10: FOOD AND DRINKS**


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Language Skills & Objectives*	Communicative Functions & Language Use*	Assessment Tasks & Methods	Construct Definition**
<b>Listening</b>	<b>Accepting and refusing</b>	<b>Tasks:</b>	<b>Tasks &amp; Constructs:</b>
<ul style="list-style-type: none"> <li>• Students will be able to recognize simple words and phrases about food and drinks.</li> </ul>	Would you like a sandwich? — No, thanks. I'm full. — Yes, please.	<b>Task-33: MATCHING</b> <b>“Snow White and the Seven Dwarfs”</b>	<b>Task-33:</b> Recognizing simple words and phrases about food and drinks
<ul style="list-style-type: none"> <li>• Students will be able to comprehend offers about their basic needs.</li> </ul>	<b>Expressing basic needs</b> <b>Expressing feelings</b>	<b>Task-34: COMPREHENSION</b> <b>“Take it off &amp; Stick it on”</b>	<b>Task-34:</b> Identifying others' needs and feelings if stated in simple and clear speech
<ul style="list-style-type: none"> <li>• Students will be able to identify others' needs and feelings if stated in simple and clear speech.</li> </ul>	Are you hungry? — Yes, I am, and I want some ..., please. I want some milk, please.	<b>Task-35: ROLE-PLAY</b> <b>“At Lunch”</b>	<b>Task-35:</b>
<b>Speaking</b>	<b>Making simple inquiries</b>	<b>Task-36: ORAL INTERVIEW</b> <b>“How is your Puppet?”</b>	Asking and answering questions, initiate and respond to simple statements about their basic needs and feelings Comprehending offers about their basic needs
<ul style="list-style-type: none"> <li>• Students will be able to ask and answer questions, initiate and respond to simple statements about their basic needs and feelings</li> </ul>	Is she thirsty? — Yes, she is. / No, she isn't.	<b>Methods:</b>	<b>Task-36:</b>
<ul style="list-style-type: none"> <li>• Students will be able to express how they feel and what they want in simple and short sentences and phrases.</li> </ul>	<b>Making simple requests</b>	<b>1. Classroom Observation Forms A &amp; B</b>	<b>Task-36:</b> Expressing how they feel and what they want in simple and short sentences and phrases
Do you want a sandwich? Want a sandwich?	<b>2. Teacher-Student Conference Report-X</b>		

\*The objectives, communicative functions and skills were directly taken from the curriculum devised by MoNE (2013). *English language teaching program (for the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade)*. Ankara.

\*\*The construct definitions were adapted from the objectives given in the curriculum developed by MoNE (2013). *English language teaching program (for the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade)*. Ankara.

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## APPENDICES



## Appendix 1. Informed Consent Forms for Young Learners

### A. Informed Consent Form for Young Learners

In this study, it is required to answer the questions given below. In accordance with your answers, data will be collected for the research study. The data gathered from your responses will be used in line with the aims of the study. Participation is voluntary. If you feel uncomfortable, you can leave the study by refusing to answer the questions.

**I participate voluntarily in this study, and I know that I can leave the study whenever I want. I accept that my answers will be used in line with the aims of the research study.**

**Student's**

**Name & Surname:**

**Date:**

**Signature:**

### B. Informed Consent Form for Young Learners (Turkish)

Bu çalışmada aşağıda belirtilen soruları cevaplamanız gerekmektedir. Verdiğiniz cevaplar doğrultusunda araştırma için bilgi toplanacaktır. Elde edilen bilgiler sadece araştırma amaçları doğrultusunda kullanılacaktır. Çalışmaya katılmak gönüllüdür. Rahatsızlık duyduğunuz takdirde soruları cevaplamayı reddedip çalışmadan ayrılabilirsiniz.

**Bu çalışmaya tamamen kendi isteğimle katılıyorum ve istediğim zaman çalışmadan ayrılabileceğimi biliyorum. Sorulara verdiğim yanıtların ile çalışma amaçları doğrultusunda kullanılmasını kabul ediyorum.**

**Öğrencinin**

**Adı ve Soyadı:**

**Tarih:**

**İmza:**

## Appendix 2. Informed Consent Forms for EFL Teachers

### A. Informed Consent Form for EFL Teachers\*

#### INFORMED CONSENT FORM

This study is a research study titled as “An Integrated Language Testing Program for the 4<sup>th</sup> Grade Young EFL Learners: An Attainment-Based Perspective”. In this study, it is aimed to collect data from the 4th grade young language learners and EFL teachers through the interviews. The data collected through interviewing will enlighten the effectiveness of the existing and suggested assessment programs.

- Your participation in this study is based on voluntariness.
- The data will be gathered from your interview responses in line with the aims of the study.
- The participants’ names will be kept in confidence.
- The data collected in the study context will be used for the scientific purposes.
- If you wish, you have a right to examine the data collected from you.
- The data collected from you will be kept under the researcher’s control and archived at the end of the research study.
- During data collection, there will be no request which disturbs you. However, you can leave the study whenever you want if you feel uncomfortable for any reasons.

Thank you for time to read and evaluate the informed consent form.

#### The researcher’s

**Name & Surname:** Fatıma Nur FİŞNE  
**Address:** Gazi University, Gazi Faculty of Education, C-119  
**Telephone:** 0312 202 89 54

**I participate voluntarily in this study, and I know that I can leave the study if I want. Also, I accept that the data collected from my responses will be used in line with the scientific purposes.**

**The participant’s Name & Surname:**

**Date:**

**Signature:**

*\*This form is adapted from the content of “Informed Consent Form” developed by Anadolu University.*

## B. Informed Consent Form for EFL Teachers (Turkish)

### ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU\*

Bu çalışma, “An Integrated Language Testing Program for The 4<sup>th</sup> Grade Young EFL Learners: An Attainment-Based Perspective” (4. Sınıf Öğrencileri için Entegre Dil Ölçme ve Değerlendirme Programı: Erişim Temelli Bakış Açısı) başlıklı bir araştırma çalışmasıdır. Çalışmada 4. Sınıf İngilizce öğretmenlerinden ve öğrencilerinden görüşme yoluyla bilgi toplamak amaçlanmıştır. Görüşme yoluyla toplanan bilgi var olan ve geliştirilen ölçme programının etkililiğine ışık tutacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda görüşme yapılarak yanıtlarınızdan veri toplanacaktır.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler araştırmacı güvencesi ile korunacak, araştırma bitiminde arşivlenecektir.
- Veri toplama sürecinde size rahatsızlık verebilecek herhangi bir talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim.

**Araştırmacının Adı ve Soyadı:** Fatıma Nur FİŞNE

**Adres:** Gazi Üniversitesi Gazi Eğitim Fakültesi C-119

**İş Tel:** 0312 202 89 54

**Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.**

**Katılımcının Adı ve Soyadı:**

**Tarih:**

**İmza**

*\*Bu form Anadolu Üniversitesi'ne ait “Araştırma Gönüllü Katılım Formu” içeriğinin uyarlanması ile oluşturulmuştur.*

**Appendix 3. Classroom-based Observation Form**

**CLASSROOM OBSERVATION FORM**

<b>The Aim of Observation:</b>		<b>Date:</b>	...../...../.....
<b>Participants / Class:</b>		<b>Time:</b>	
<b>Physical Setting:</b>		<b>School:</b>	
		<b>Teacher:</b>	
		<b>Observer:</b>	
<b>Unit &amp; Subject:</b>			

<b>The Assessment &amp; Evaluation Methods, Types, Activities &amp; Materials in EFL Classroom</b>	<b>COMMENTS &amp; OPINIONS</b>

Appendix 4. Objective-based Observation Checklist Unit-2

**UNIT-2 CLASSROOM OBSERVATION CHECKLIST**

<b>Purpose of the Observation:</b>		<b>Date:</b>	...../...../.....		
<b>Participants:</b>		<b>Observer:</b>			
<b>Meanings of the Symbols:</b>	<b>1=Needs Improvement</b>	<b>2=Developing</b>	<b>3=Average</b>	<b>4= Satisfactory</b>	<b>5= Highly Satisfactory</b>

<b>By the end of UNIT 2, Students are able to...</b>		recognize personal information about where other people are from.	recognize personal information about where other people live.	identify different people's personal possessions.	ask questions about people, nationalities and home countries.	answer questions about people, their nationalities and home countries.	<b>COMMENTS &amp; SUGGESTIONS</b>
<b>STUDENTS</b>							
<b>1.</b>							
<b>2.</b>							
<b>3.</b>							
<b>4.</b>							
<b>5.</b>							
<b>6.</b>							
<b>7.</b>							
<b>8.</b>							

Appendix 5. Objective-based Observation Checklist Unit-3

**UNIT-3 CLASSROOM OBSERVATION CHECKLIST**

<b>Purpose of the Observation:</b>		<b>Date:</b>	...../...../.....		
<b>Participants:</b>		<b>Observer:</b>			
<b>Meanings of the Symbols:</b>	<b>1=Needs Improvement</b>	<b>2=Developing</b>	<b>3=Average</b>	<b>4= Satisfactory</b>	<b>5= Highly Satisfactory</b>

<b>By the end of UNIT 3, Students are able to...</b>	understand the gist and key information in short, recorded passages about their likes and dislikes.	say what they like doing.	ask people questions about what they like and dislike.	answer the people questions about what they like and dislike.	ask others to repeat what they have said or to talk slowly.	<b>COMMENTS &amp; SUGGESTIONS</b>
<b>STUDENTS</b>						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

## **Appendix 6. Focus-group Student Interview Questions**

### **A. Focus-group Student Interview Questions**

You learn English as a foreign language in your school. While you learn English, your teacher conduct the activities in which s/he assesses your learning and gives scores at the end of assessment.

- 1. What kinds of assessment activities does your teacher administer in the classroom to give you scores?** (Written examination, oral examination, portfolio, performance tasks, projects, homework, self-assessment, peer-assessment etc.)
- 2. What kinds of tools does your teacher employ in administration of these activities?** (Written exam papers, worksheets, colourful papers and materials, language portfolio etc.)
- 3. To whom does your teacher explain the assessment results?** (to you, your friends, your parents etc.)
- 4. How does your teacher explain the assessment results to you?** (in written, verbally, e-school etc.)
- 5. Does your teacher give information about your strengths and weaknesses at the end of these activities?**
- 6. How would you want your English teacher to give you scores? (What tools should be used?)** (Written examination, oral examination, portfolio, performance tasks, projects, homework, self-assessment, peer-assessment etc.) (Written exam papers, worksheets, colourful papers and materials, language portfolio etc.)
- 7. In your opinion, what are your parents' expectations from these assessment activities?**
- 8. What are your assessment expectations from your parents and teacher in these activities?**
- 9. Do you have any additional comments or opinions? If yes, please explain.**

## **B. Focus-group Student Interview Questions (Turkish)**

Okulunuzda yabancı dil olarak İngilizce öğrenmektesiniz. İngilizce öğrenirken öğretmeniniz sizin öğrendiklerinizi ölçmeye ve bu ölçme sonucunda size not vermeye yönelik etkinlikler yapmaktadır.

**1. İngilizce öğretmeniniz size not verirken (ölçme ve değerlendirme yaparken) sınıfta ne tür uygulamalar yapmaktadır? (Yazılı sınav, sözlü sınav, sunum dosyası, performans görevleri, projeler, ödevler, kendi kendini değerlendirme, arkadaşını değerlendirme vb.)**

**2. İngilizce öğretmeniniz bu uygulamaları yaparken hangi araç ve gereçleri kullanmaktadır?**

(Yazılı sınav kağıtları, çalışma kağıtları, renkli kağıt ve materyaller, ders dosyası vb.)

**3. İngilizce öğretmeniniz yapılan bu uygulamaların sonucunu kime açıklamaktadır? (Size, arkadaşlarınıza, anne-babalarınıza vb.)**

**4. İngilizce öğretmeniniz yapılan bu uygulamaların sonucunu size nasıl açıklamaktadır? (Yazılı olarak, sözlü olarak, e-okul vb.)**

**5. İngilizce öğretmeniniz yapılan bu uygulamaların sonucunda size doğru ve yanlışlarınızı açıklamakta mıdır?**

**6. İngilizce öğretmeninizin size nasıl (hangi araçları kullanarak) not vermesini isterdiniz? (Yazılı sınav, sözlü sınav, sunum dosyası, performans görevleri, projeler, ödevler, kendi kendini değerlendirme, arkadaşını değerlendirme vb.) (Yazılı sınav kağıtları, çalışma kağıtları, renkli kağıt ve materyaller, ders dosyası vb.)**

**7. Sizce yapılan bu uygulamalarda anne ve babanızın sizden beklentileri nelerdir?**

**8. Bu uygulamalarda sizin, anne-babanızdan ve öğretmeninizden beklentileriniz nelerdir?**

**9. Eklemek istediğiniz yorumlarınız ve düşünceleriniz var mı? Varsa lütfen belirtiniz.**

## **Appendix 7. Semi-structured Teacher Interview Questions**

### **A. Semi-structured Teacher Interview Questions**

You teach English as a foreign language at state schools. During teaching English, you conduct assessment and evaluation activities to assess your students' foreign language performance.

- 1. What kinds of activities do you administer in your classroom to assess and evaluate your students' English language performance? In view of these activities, what kinds of assessment and evaluation tools do you employ in the classroom?** (Written examination, oral examination, portfolio, performance tasks, projects, homework, self-assessment, peer-assessment etc.) (Written exam papers, worksheets, colourful papers and materials, language portfolio etc.)
- 2. What are the main purposes of assessment and evaluation you conduct in your classroom?** (Diagnostic, Formative, Summative)
- 3. What skills do you assess basically in your classroom through these assessment activities?** (Writing, Speaking, Listening, Reading, Vocabulary, Grammar, Pronunciation)
- 4. In order to assess your students' English language performance in a reliable, valid and objective way, what factors do you take into consideration in development, administration, and scoring of assessment tools?** (How do you develop? What do you give attention in administration? Do you use any answer keys or rubrics in scoring?)
- 5. How and to whom do you explain assessment results in your lessons (except for e-school)? Do you give feedback on the results?**
- 6. In your opinion, what are the strengths and weaknesses of the assessment activities, conducted with the aim of assessing the students' English language performance, in terms of usefulness?** (Time, Cost, Mastery, Objectivity, Reliability, Validity)
- 7. In your opinion, what are the ideal assessment and evaluation activities which assess the 4<sup>th</sup> grade students' English performance?** (In which activities is the best result obtained?)
- 8. In your opinion, what are the 4<sup>th</sup> grade learners' and their parents' expectations from the assessment activities in your lesson?**

**9. As an EFL teacher at the 4<sup>th</sup> grade, what are your expectations from the 4<sup>th</sup> grade learners and their parents in view of the assessment and evaluation activities you want to administer?**

**10. Do you have any additional comments and opinions about assessment and evaluation of the 4<sup>th</sup> grade learners' language performance in English lesson? If yes, please explain.**

### **B. Semi-structured Teacher Interview Questions (Turkish)**

Devlet okullarında yabancı dil olarak İngilizce öğretmektесiniz. Dil öğretim sürecinde öğrencilerinizin yabancı dil performansını ölçmeye ve değerlendirmeye yönelik etkinlikler yapmaktasınız.

**1. Sınıflarınızda öğrencilerin İngilizce performanslarını ölçme ve değerlendirmeye yönelik ne tür uygulamalar yapmaktasınız? Bu uygulamalar çerçevesinde hangi ölçme ve değerlendirme araç ve gereçlerini kullanmaktasınız?**

(Yazılı sınav, sözlü sınav, sunum dosyası, performans görevleri, projeler, ödevler, kendi kendini değerlendirme, arkadaşını değerlendirme vb.) (Yazılı sınav kağıtları, çalışma kağıtları, renkli kağıt ve materyaller, ders dosyası vb.)

**2. Sınıfınızda uyguladığınız ölçme ve değerlendirmenin temel amaçları nelerdir?**

(Diagnostik, Formatif, Summatif)

**3. Sınıflarınızda uyguladığınız ölçme etkinlikleri ile temel olarak hangi becerileri ölçüyorsunuz?**

(Writing, Speaking, Listening, Reading, Vocabulary, Grammar, Pronunciation)

**4. Sınıflarınızda öğrencilerinizin İngilizce performanslarını güvenilir, geçerli ve objektif ölçebilmek için ölçme araçlarını geliştirirken, uygularken ve puanlandırırken hangi unsurlara dikkat ediyorsunuz?**

(Nasıl geliştiriyorsunuz? Uygularken nelere dikkat ediyorsunuz? Puanlandırırken cevap anahtarı veya rubrik kullanıyor musunuz?)

**5. Dersinize ait ölçme ve değerlendirme sonuçlarını (e-okul uygulaması dışında) kime ve nasıl açıklıyorsunuz? Sonuçlar hakkında geri dönüt veriyor musunuz?**

**6. Size göre öğrencilerin İngilizce performanslarını ölçmeye yönelik yapılan tüm bu ölçme ve değerlendirme uygulamalarının kullanışlılık açısından güçlü ve zayıf yönleri nelerdir?**

(Zaman, Maliyet, Uzmanlık, Objektiflik, Güvenirlik, Geçerlilik)

**7. Size göre 4. Sınıf öğrencilerinin İngilizce performanslarını ölçmeye yönelik ideal ölçme ve değerlendirme uygulamaları nasıl olmalıdır?**

(Ne tür uygulamalar yapılırsa en iyi sonuçlar alınır?)

**8. Size göre 4. Sınıf öğrencilerinin ve velilerinin İngilizce dersinde yapılan ölçme uygulamalarından beklentileri nelerdir?**

**9. 4. Sınıf İngilizce öğretmeni olarak, dersinizde uygulamak istediğiniz ölçme ve değerlendirme etkinliklerine yönelik öğrencilerinizden ve velilerden beklentileriniz nelerdir?**

**10. 4. Sınıf öğrencilerinin İngilizce dersindeki dil performansının ölçme ve değerlendirmesine yönelik etkinlikler ile ilgili eklemek istediğiniz yorumlarınız veya düşünceleriniz var mı? Varsa lütfen belirtiniz.**

Appendix 8. Assessment Tasks

A. Unit 2 – Task 5 “Countries and Nations”

Class: \_\_\_\_\_ No: \_\_\_\_\_

### B. COUNTRIES & CONTINENTS



1  2  3  4 

5  6  7  8 

Name & Surname: \_\_\_\_\_

### A. COUNTRIES & NATIONALITIES

1  NAHOKO 

2  KARMEN 

3  ANIKA 

4  HANS 

5  AYŞE 

6  ROBERTO 

7  JOHN 

8  KERIM 

The pictures of the continents and country flags were directly downloaded from <https://en.wikipedia.org>.

**B. Unit 2 – Task 6 “Find someone who...”**

**FIND SOMEONE WHO...**

NAME & SURNAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ NO: \_\_\_\_\_

			
1.	3.	5.	7.
2.	4.	6.	8.
			
9.	11.	13.	15.
10.	12.	14.	16.

 JAPAN / JAPANESE .....	 MEXICO / MEXICAN .....	 SAUDI ARABIA / SAUDI ARABIAN .....	 ENGLAND / ENGLISH .....
 TURKEY / TURKISH .....	 SPAIN / SPANISH .....	 INDIA / INDIAN .....	 GERMANY / GERMAN .....

The pictures of the country flags were directly downloaded from <https://en.wikipedia.org>.

C. Unit 2 – Task 7 “Who is s/he?”

**WHO IS S/HE?**

**B**

Name & Surname: ..... Class: ..... No: .....

	<b>HANS</b>		She is from the USA. She is American. She is with pink hair pins.		.....		.....		.....		She is from India. She is Indian. She is with pink dress.		.....		.....		
	<b>SANTINO</b>		.....		<b>YAN</b>		.....		<b>KARMEN</b>	.....	He is from Spain. He is Spanish. He is with yellow t-shirt.		.....		.....	.....	.....
	.....	.....	.....		.....	.....	.....		.....		.....		.....		.....	.....	.....
	<b>NAHOKO</b>		He is from Britain. He is British. He is with blue bag.		.....		.....		<b>CARLOS</b>	.....	He is from Mexico. He is Mexican. He is with his hat.		.....		.....	.....	.....

**WHO IS S/HE?**

**A**

Name & Surname: ..... Class: ..... No: .....

	.....	.....	He is from Germany. He is German. He is with blue trousers.		<b>JOHN</b>		.....		<b>AVŞE</b>	.....	She is from Turkey. She is Turkish. She is with orange t-shirt.		.....		.....		.....
	<b>ANIKA</b>		.....		<b>KARIM</b>		.....		<b>DARCY</b>	.....	She is from France. She is French. She is with blue dress.		.....		.....	.....	.....
	.....	.....	He is from Italy. He is Italian. He is with green t-shirt.		.....	.....	.....		.....		.....		.....		.....	.....	.....
	<b>ALICE</b>		.....		<b>JOHN</b>		She is from China. She is Chinese. She is with red dress.		.....	.....	.....		.....		.....	.....	.....
	.....	.....	.....		.....	.....	.....		.....		.....		.....		.....	.....	.....

The pictures of the continents and country flags were directly downloaded from <https://en.wikipedia.org>.

D. Unit 3 – Task 8 “Keloğlan likes... but Keloğlan doesn't like...”



**LIKES & DISLIKES**



NAME & SURNAME: \_\_\_\_\_

CLASS: \_\_\_\_\_



I like...

BUT

I don't like...

1.



BUT



2.



BUT



3.



BUT



4.



BUT



5.



BUT



6.



BUT



7.



BUT



8.



BUT



E. Unit 3 – Task 9 “Survey: Likes and Dislikes in the Classroom”

FREE TIME ACTIVITIES SURVEY

NAME & SURNAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ NO: \_\_\_\_\_

_____		YES	NO
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

_____		YES	NO
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

F. Unit 3 – Task 10 “Who is he/she?”

WHO is HE? -A- WHO is SHE?

NAME & SURNAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ NO: \_\_\_\_\_

	 I like playing tennis.		 I like playing computer games.
AHMET		SERHAT	
 I like reading books.		 I like playing basketball.	
	KEREM		EPE CAN
	 I like playing table tennis.		 I like taking photos.
ASLI		ALBERT	
 I like listening to music.		 I like dancing.	
	TIMO		LINDA

WHO is HE? -B- WHO is SHE?

NAME & SURNAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ NO: \_\_\_\_\_

 I like flying a kite.		 I like playing with marbles.	
	MEHMET		BURAK
	 I like riding a bike.		 I like colouring books.
TOM		CANAN	
 I like climbing.		 I like watching cartoons.	
	DERYA		FUNDA
	 I like doing puzzles.		 I like playing the guitar.
OSMAN		HANS	

## G. Assessment Task – 5: Transcription of the Audio-recorded Text

### Assessment Task – 5

---

#### A. Countries and Nationalities

---

1. Nahoko      A: Hello! Where are you from?  
                    B: I am from Japan. I am Japanese.

---

2. Karmen      A: Hello! Where are you from?  
                    B: I am from Spain. I am Spanish.

---

3. Anika        A: Hello! Where are you from?  
                    B: I am from India. I am Indian.

---

4. Hans        A: Hello! Where are you from?  
                    B: I am from Germany. I am German.

---

5. Ayşe        A: Hello! Where are you from?  
                    B: I am from Turkey. I am Turkish.

---

6. Roberto     A: Hello! Where are you from?  
                    B: I am from Mexico. I am Mexican.

---

7. John        A: Hello! Where are you from?  
                    B: I am from England. I am English.

---

8. Kerim      A: Hello! Where are you from?  
                    B: I am from Saudi Arabia. I am Arabian.

---

---

#### B. Countries and Continents

---

1.      A: Where is Germany?  
          B: It is in Europe.

---

5.      A: Where is Mexico?  
          B: It is in America.

---

2.      A: Where is Turkey?  
          B: It is in Europe and Asia.

---

6.      A: Where is England?  
          B: It is in Europe.

---

3.      A: Where is Spain?  
          B: It is in Europe.

---

7.      A: Where is Saudi Arabia?  
          B: It is in Asia.

---

4.      A: Where is Japan?  
          B: It is in Asia.

---

8.      A: Where is India?  
          B: It is in Asia.

---

## H. Assessment Task – 8: Transcription of the Audio-recorded Text

---

**“Keloglan likes... & Keloglan doesn’t like...”**

---

**1.** I like playing football but I don’t like playing the guitar.

---

**2.** I like climbing but I don’t like fishing.

---

**3.** I like doing puzzle but I don’t like collecting coins.

---

**4.** I like reading books but I don’t like coloring the books.

---

**5.** I like riding a bike but I don’t like flying a kite.

---

**6.** I like playing chess but I don’t like playing computer games.

---

**7.** I like playing marbles but I don’t like playing tennis.

---

**8.** I like dancing but I don’t like listening to music.

---

## Appendix 9. End-of-Unit Conferences

### A. End-of-Unit Conference Questions

Dear 4<sup>th</sup> grade students,

1. What activities used with the aim of assessing your learning did you perform at the end of this unit?
2. In which activity, did you perform well? Please explain the reason.
3. Did you experience any problems in these activities? If yes, how did you sort it out?
4. Which activity did you like the most? Please explain the reason.
5. Which activity did you like the least? Please explain the reason.
6. Did these activities make contribution to your EFL performance? If yes, how did they make contribution?

### B. End-of-Unit Conference Questions (Turkish)

Sevgili 4. Sınıf Öğrencileri,

1. İkinci ünitenin sonunda öğrendiklerinizi ölçmek ve değerlendirmek amacıyla kullanılan hangi etkinlikler yaptınız?
2. Bu etkinliklerin hangisinde daha iyi performans sergilediniz? Neden öyle olduğunu düşünüyorsunuz?
3. Bu etkinlikleri yaparken herhangi bir problem yaşadınız mı? Yaşadıysanız nasıl çözüm buldunuz?
4. Bu etkinliklerden en çok sevdiğiniz hangisiydi? Nedenini açıklayınız?
5. Bu etkinliklerden en az sevdiğiniz hangisiydi? Nedenini açıklayınız?
6. Bu etkinlikler İngilizce ders performansınıza yarar sağladı mı? Yanıtınız evet ise nasıl yarar sağladı?

## Appendix 10. Achievement Test

GENERAL REVIEW TEST			
Name & Surname:		Date:	...../...../.....
School:		Class:	

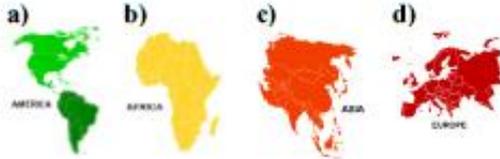
- ✓ Genel tekrar testi toplam 23 sorudan oluşmaktadır  
✓ Her sorunun tek bir cevabı bulunmaktadır.

- ✓ Sınav süresi toplam 30 dakikadır.  
✓ Lütfen tüm soruları cevaplandırınız.

1. Ali: Where are you from?  
Hans: I am from Germany.  
Ali: Where is Germany?  
Hans: It is in \_\_\_\_\_.



Yukarıdaki karşılıklı konuşmada boş bırakılan yere aşağıdakilerden hangisi getirilmelidir?



2. Ayşe: Look at the girl with kimono. Where is she from?  
Aslı: \_\_\_\_\_.



Yukarıdaki karşılıklı konuşmada boş bırakılan yere aşağıdakilerden hangisi getirilmelidir?

- a) She is from India. b) She is from Japan.  
c) She is from Mexico. d) She is from England.

3. Ahmet: Hi! I'm Ahmet.  
Büşra: \_\_\_\_\_, Ahmet?  
Ahmet: I am from Saudi Arabia

Yukarıdaki karşılıklı konuşmada Büşra'nın sorusu aşağıdakilerden hangisidir?

- a) Are you Saudi Arabian? b) Where is Saudi Arabia?  
c) Where do you live? d) Where are you from?

4. → I. I am from the USA.  
 → II. I am from Mexico.  
 → III. I am from India.  
 → IV. I am from England.

Yukarıdaki ifadelerden hangisi görsel ile uyumsuzdur?

- a) I b) II c) III d) IV

5. Burak: Where are you from?  
Timo: I am from Spain.  
Burak: Are you Spanish?  
Timo: Yes, I am.



Yukarıdaki karşılıklı konuşmada Timo'nun ülkesine ait bayrak aşağıdakilerden hangisidir?



6. ALPEREN VIŞNE  
•Age: 11  
•Country: Turkey  
•Nationality: Turkish

Yukarıdaki ID kartındaki bilgilere göre aşağıdaki sorulardan hangisinin cevabı bulunmaz?

- a) Where is he from? b) Is he Turkish?  
c) How old is he? d) Is he a student?

7.

 **DAIKO STARE**  
•Age: 10  
•Country: India  
•Nationality: Indian

Yukarıdaki ID kartına göre "Where is Daiko from?" sorusunun cevabı aşağıdakilerden hangisidir?

- a) She is from India.      b) She is Indian.  
c) She lives in India.      d) She is 10 years old.

8.



I. England



III. Mexico



II. Saudi Arabia



IV. Japan

Yukarıdakilerin hangisinde ülke ismi ile bayrağı yanlış eşleşmiştir?

- a) I      b) II      c) III      d) IV

9. John: Is Linda from England?  
Tom: \_\_\_\_\_.



Linda

Yukarıdaki karşılıklı konuşmada Tom aşağıdaki cevaplardan hangisini vermiştir?

- a) Yes, I am.      b) No, I am not.  
c) No, she isn't.      d) Yes, she is.

10.



Hello! My name is Yasmin.  
I am 10 years old. I am German.  
I live in \_\_\_\_\_.

Yukarıdaki boşluğa aşağıdakilerden hangisi gelmelidir?

a)



c)



b)



d)



11. Cem: Look at the girl with fez.  
Is she Mexican?  
Cem: \_\_\_\_\_



Yukarıdaki karşılıklı konuşmada Cem aşağıdaki cevaplardan hangisini vermiştir?

- a) Maybe.      b) I don't think so.  
c) I think so.      d) Yes, she is.

12.



Alice: Hello, Fatma!

\_\_\_\_\_?

Fatma: Yes, I am.

Yukarıdaki karşılıklı konuşmada Alice'nin sorusu aşağıdakilerden hangisidir?

- a) Are you Turkish?      b) Where are you from?  
c) Do you live in Turkey?      d) Where is Turkey?

13.



I. I like playing the drums.

II. I like playing table tennis.

III. I like playing football.

IV. I like playing basketball.

Yukarıdaki ifadeler gruplandırıldığında aşağıdakilerden hangisi dışarıda kahr?

- a) I      b) II      c) III      d) IV

14. Cengiz: Do you like reading books?  
Nur: \_\_\_\_\_



Yukarıdaki karşılıklı konuşmada Nur aşağıdaki cevaplardan hangisini vermiştir?

- a) Yes, I do.      b) No, I am not.  
c) No, I don't.      d) Yes, I am.

15. Yandaki görsele göre Yıldız aşağıdaki ifadelerden hangisini söylemiştir?



- a) I like diving.      b) I like fishing.  
c) I like climbing.      d) I like coloring.

16. 
- I. I like fishing.
- II. I like listening to music.
- III. I like reading comics.
- IV. I like taking photos.

Yukarıdaki ifadelerden hangisi görsel ile uyumamaktadır?

- a) I      b) II      c) III      d) IV

17. Superman: I like \_\_\_\_\_  
Can you give me the CDs,  
please?  
Spider man: Here you are.



Yukarıdaki karşılıklı konuşmada boş bırakılan yere aşağıdakilerden hangisi getirilmelidir?

- a) collecting coins      b) doing puzzles  
c) playing the guitar      d) listening to music

18.  Keloğlan: I like playing tennis.  
Can you give me the racket,  
please?  
Uzun: Here you are.

Yukarıdaki karşılıklı konuşmada Keloğlan'ın sevdiği spor dalı aşağıdakilerden hangisidir?

- a)       b)       c)       d) 

19.  I like collecting coins.  
I like coloring.  
I like playing computer games.
- EFE

Aşağıdakilerden hangisi Efe'nin sevdiği etkinlikler arasında yer almaz?

- a)       b)       c)       d) 

20., 21. ve 22. Soruyu aşağıdaki tabloyu göz önünde bulundurarak cevaplayınız.

			
 AYŞE			
 ALİ			
 BUSE			
 MERT			

20. Yukarıdaki görsele göre aşağıdaki ifadelerden hangisi doğrudur?

- a) Ayşe: I like doing puzzles.  
b) Ali: I don't like playing the guitar.  
c) Buse: I don't like riding a bike.  
d) Mert: I like playing the guitar.

21. Yukarıdaki görsele göre aşağıdaki ifadelerden hangisi yanlıştır?

- a) Ayşe: I don't like riding a bike.  
b) Ali: I like doing puzzles.  
c) Buse: I don't like playing the guitar.  
d) Mert: I like playing the guitar.

22. Aşağıdaki verilen isimlerden hangileri "doing puzzles" etkinliğini sevmektedir?

- a) Ayşe, Ali      b) Ali, Buse  
c) Buse, Mert      d) Ayşe, Mert

23. Tekin: Do you like diving?  
Emre: \_\_\_\_\_



Yukarıdaki karşılıklı konuşmada Emre aşağıdaki cevaplardan hangisini vermiştir?

- a) Yes, I do.      b) No, I don't.  
c) No, I am not.      d) Yes, I am.

3

## **Appendix 11. Follow-up Interviews**

### **A. Focus-group Student Follow-up Interview Questions**

In your English lessons, you performed in different activities related to assessment and evaluation of your learning in two units. In your opinion;

1. Do you think that these activities, which were used in your classrooms to assess and evaluate your language performance, are useful? Please explain the reason(s).
2. Did you get information about your strengths and weaknesses from your report cards given after these implementations? Please explain.
3. Did these activities increase your motivation for learning English? If yes, please explain the reason.
4. Do you think that these activities have an impact (positive or negative) on your learning English? Please explain the reason(s).
5. If you have additional opinions related to these activities, please share them.

### **B. Focus-group Student Follow-up Interview Questions (Turkish)**

İngilizce dersinde iki ünite boyunca öğrendiklerinizi ölçme ve değerlendirmeye yönelik farklı etkinliklerde performans sergilediniz. Sizce;

1. Sınıfınızda dil performansınızı ölçme ve değerlendirmeye yönelik uygulanan bu etkinlikleri yararlı buluyor musunuz? Lütfen nedeni ile birlikte açıklayınız.
2. Bu uygulamalardan sonra size dağıtılan sonuç kartlarınızı ve etkinlik kâğıtlarınızı inceleyerek doğru ve yanlışlarınız hakkında bilgi sahibi oldunuz mu? Lütfen açıklayınız.
3. Bu etkinlikler sizin İngilizce öğrenme motivasyonunuzu artırdı mı? Lütfen nedeni ile birlikte açıklayınız.
4. Bu etkinliklerin İngilizce öğrenmenize herhangi bir etkisi (olumlu veya olumsuz) olduğunu düşünüyor musunuz? Lütfen nedeni ile birlikte açıklayınız.
5. Bu etkinlikler ile ilgili eklemek istediğiniz düşünceleriniz varsa lütfen paylaşınız.

### **C. Semi-structured Teacher Follow-up Interview Questions**

Different activities were conducted in your classroom with the aim of assessing and evaluating your students' foreign language performance in two units.

1. Do you think that the assessment and evaluation activities, which were administered in your classrooms, are useful in terms of teaching English? Please explain the reason(s).
2. In your opinion, how do these activities affect teachers' motivation? Do you think that they have an impact on your motivation? Please explain.
3. In your opinion, did these activities facilitate the 4<sup>th</sup> grade students' attainment on language objectives? Please explain the reasons(s).
4. Do you think that these additional activities have met your and your students' assessment and evaluation needs and expectations? Please explain your answer with the reason(s).
5. Do you think that these activities have an impact (positive or negative) on learning English in general? Please, explain the reason(s).
6. If you have additional opinions related to these activities, please share them.

### **D. Semi-structured Teacher Follow-up Interview Questions (Turkish)**

İki ünite boyunca öğrencilerinizin yabancı dil performansını ölçmek ve değerlendirmek için sınıfınızda farklı etkinlikler uygulandı.

1. Sınıfınızda uygulanan ölçme ve değerlendirme etkinliklerini, İngilizce öğretimi açısından yararlı buluyor musunuz? Lütfen gerekçesi ile birlikte açıklayınız.
2. Uygulanan bu etkinlikler sizce İngilizce öğretmenlerinin motivasyonlarını nasıl etkiler? Sizin motivasyonunuza herhangi bir etkisi olduğunu düşünüyor musunuz? Lütfen açıklayınız.
3. Size göre uygulanan ölçme ve değerlendirme etkinlikleri, 4. Sınıf öğrencilerinin ders kazanımlarına erişmesini kolaylaştırdı mı? Lütfen gerekçesi ile birlikte açıklayınız.
4. Bu ek etkinliklerin, sizin ve öğrencilerinizin ölçme ve değerlendirme ihtiyaç ve beklentilerini karşıladığını düşünüyor musunuz? Yanıtınızı lütfen gerekçesi ile birlikte açıklayınız.

5. Genel olarak, bu etkinliklerinin öğrencilerinizin İngilizce öğrenimine herhangi bir etkisi (olumlu veya olumsuz) olduğunu düşünüyor musunuz? Lütfen nedeni ile birlikte açıklayınız.

6. Uygulanan ölçme ve değerlendirme etkinlikleri ile ilgili eklemek istediğiniz görüşleriniz varsa lütfen paylaşınız.



## Appendix 12. Transcription of Primary Focus-Group Student Interview

### *The 4<sup>th</sup> Grade Students' Answers to Primary Focus-group Interview Questions (Turkish)*

	Answer - 1	Answer – 2	Answer – 3	Answer – 4	Answer – 5	Answer – 6	Answer – 7	Answer - 8
<b>Student 24:</b>	Sözlü sınav, projeler, yazılı sınav	Defter, kitap	Kendimize	Karne, e-okul, sözlü olarak	Evet yaptı	Yazılı kâğıt, sözlü kâğıt, renkli kâğıt, kendimi değerlendirme, arkadaşlarımı değerlendirme	Sınıfta 1. olmamı, karnemin iyi olmasını ve beni iyi konuşmamı istiyor	Öğretmenimizin ödev vermesi
<b>Student 69:</b>	Sözlü sınav ve proje verdi, şimdiye kadar iyi not aldım	Kalem, renkli karton kâğıt.	Bana	Yazılı olarak	Evet açıkladı	Yazılı ve sözlü yapmasını	Başarılı olmak	Ödül vermeleri
<b>Student 101:</b>	Yazılı sınav, ödevler, sözlü sınav.	Renkli kâğıtlar, yazılı sınav kâğıtları	Bize açıklıyor.	Sözlü ve yazılı olarak açıklıyor	Evet açıklıyor.	Yazılı sınav kâğıtları, sözlü sınav, performans görevleri, projeler, ödevler ve renkli kâğıtlar.	Yüksek notlar almamı, kötü not alsam bile üzülüyorlar, İngilizce konuşmamı istiyorlar.	Anne-babamdan yüksek not alınca hediye istiyorum.

## Transcription of Primary Focus-group Student Interview

### *The 4<sup>th</sup> Grade Students' Answers to Primary Focus-group Interview Questions*

	<b>Answer - 1</b>	<b>Answer – 2</b>	<b>Answer – 3</b>	<b>Answer – 4</b>	<b>Answer – 5</b>	<b>Answer – 6</b>	<b>Answer – 7</b>	<b>Answer - 8</b>
<b>Student 24:</b>	Oral examination, projects, written examination	Notebook, book	To us	School report, e-school, verbally	Yes, s/he did.	Written exam paper, oral exam paper, colourful paper, self-assessment, peer-assessment	They want me to become the 1st student in the classroom, get a good school report, and speak well.	(I want) my teacher to assign homework
<b>Student 69:</b>	S/he conducted oral examination and gave projects. I have got good marks so far.	Pencil, colorful card, paper.	To me	In written	Yes, s/he explained.	(I want my teacher) to administer written and oral exams.	To be successful	Being awarded
<b>Student 101:</b>	Written examination, homework, oral examination	Colorful papers, written exam papers	S/he explains to us.	S/he explains in written and verbal ways.	Yes, s/he explains.	Written exam papers, oral exam, performance tasks, projects, homework, and colourful papers.	They want me to get high marks. They don't feel sad when I get even low marks. They want me to speak English.	I want to be awarded by my parents when I get high mark.

### Appendix 13. Transcription of End-of-Unit Conferences

#### *The 4<sup>th</sup> Grade Students' Answers to End-of-Unit Conference Questions (Turkish)*

	<b>Answer - 1</b>	<b>Answer – 2</b>	<b>Answer – 3</b>	<b>Answer – 4</b>	<b>Answer – 5</b>	<b>Answer – 6</b>
<b>Student 32 - (UNIT 2)</b>	Arkadaşlarımıza sorular sorduk, eşleştirme yaptık, dinleme yaptık.	İsim bulma	Hayır	İsim bulma	Eşleştirme	Evet bir çok şey öğrendim
<b>Student 59 – (UNIT 2)</b>	İsim ve ülke eşleştirmesini dinleme. Kıta ve ülke eşleştirmesini dinleme. Arkadaşım ile isim bulma etkinliği yaptık.	Hepsini. Çünkü Ne yapılacağını iyi dinledim. Ve bir etkinlikte hızlı davranıp erken bitirdim.	Bir etkinlikte yaşadım. O da tam anlamadığım içindi. Sonra iyice dinledim ve anladım. İsim bulma etkinliğinde yaşadım.	İsim bulma. Çünkü çok eğlenceliydi.	Kıta ve ülke eşleştirmesi. Çünkü: sıkıcıydı	Evet. Çünkü: İyice anlamış ve pekiştirmiş oldum.
<b>Student 32 - (UNIT 3)</b>	Dinleme sevdiklerini sorma	Arkadaşlarımıza sevdiklerini sorma	Yaşamadım	Arkadaşlarımıza sevdiklerini sorma	Dinleme	Evet sağladı. Çok şey öğrendim.
<b>Student 59 - (UNIT 3)</b>	Dinleme ile kağıt doldurduk. Sevdiklerimizi ve sevmediklerimizi işaretledik. Arkadaşlarımıza sorduk ve işaretledik başka bir kağıda. Ve A-B grubu olup yaptığımız şey.	Bence arkadaşlarımıza sorup A ve B grubu olduk. Onda çünkü İngilizce sorup cevap verdim.	Hayır yaşamadım.	En çok arkadaşlarımızın neleri sevip sevmediğini sorduğum çünkü eğlenceliydi.	Keloğlanın neler sevdiğini işaretlediğimiz çünkü bir tane yanlım olduğunu ve çok hızlı söylendiğini düşünüyorum.	Bilmiyorum.

## Transcription of End-of-Unit Conferences

### *The 4<sup>th</sup> Grade Students' Answers to End-of-Unit Conference Questions*

	<b>Answer - 1</b>	<b>Answer – 2</b>	<b>Answer – 3</b>	<b>Answer – 4</b>	<b>Answer – 5</b>	<b>Answer – 6</b>
<b>Student 32 - (UNIT 2)</b>	We asked the questions to our friends, carried out matching, and listening.	Finding names	No	Finding names	Matching	Yes, I have learnt lots of things.
<b>Student 59 – (UNIT 2)</b>	Listening to name and country matching. Listening to continent and country matching. We carried out the activity of finding names with my friend.	All of them. Because I listened well what I would do. And I finished earlier in an activity by acting quickly.	I experienced in an activity. It was because I didn't understand well. Then I listened well and understood. I experienced in the activity of finding names.	Finding names. Because it was enjoyable.	Country and continent matching. Because it was boring.	Yes. Because: I have understood well and reinforced.
<b>Student 32 - (UNIT 3)</b>	Listening, asking for likes	Asking our friends for their likes	I didn't experience.	Asking our friends for their likes	Listening	Yes, they made contributions. I have learnt lots of things.
<b>Student 59 - (UNIT 3)</b>	We filled in the paper with listening. We marked what we liked and didn't like. We asked our friends and marked on a different paper. And the one in which we made A-B group.	I think, we made A and B groups by asking our friends. In this activity because I asked and answered in English.	No, I didn't experience.	The activity, in which I asked for our friends' likes and dislikes, the most because it was enjoyable.	The activity in which we marked Kelođlan's likes and dislikes because I think that I have a mistake, and it is said too fast.	I don't know.

## Appendix 14. Transcription of Focus-group Student Follow-up Interview

### *The 4<sup>th</sup> Grade Students' Answers to Focus-group Follow-up Interview Questions (Turkish)*

	<b>Answer - 1</b>	<b>Answer – 2</b>	<b>Answer – 3</b>	<b>Answer – 4</b>
<b>Student - 4</b>	Evet yararlıydı. Çünkü notlarım yükseliyor ve yanlışlarımı görüyorum.	Evet bilgi sahibi oldum. Çünkü yanlışlarımı gördüm.	Evet arttırdı. Çünkü İngilizceyi pekiştirdim.	Evet olumlu olduğunu düşünüyorum. Çünkü İngilizceyi pekiştirdim.
<b>Student – 43</b>	Evet buluyorum. Bize tekrar gibi geliyor. Çok eğlendiriyor. Bu etkinlikleri çok seviyorum.	Evet oluyorum. Şu şekilde zaten öğretmenimiz doğru yaptıklarımızın üzerine tik işareti koyuyor. Bu gerçekten iyi oluyor.	Gerçekten motivasyon etti. Çünkü ben hem eğlenerek hem de öğrenerek yapıyorum. İngilizce dersini çok seviyorum.	Olumlu etkide bulundu ders içi performansımı etkiledi. (Ama zaten performansım iyi)
<b>Student - 63</b>	Ben yararlı buluyorum çünkü öğreniyoruz. Öğretmenimiz sorarsa kolayca cevap verebiliyoruz.	Evet öğreniyorum çünkü yanlış yapınca öğretmenimiz işaretliyor ve doğruyu öğreniyoruz.	Evet istekli oldum. Ben çok sevdiğim için etkisi oldu bana ve İngilizceyi çok sevmemi yararlardı.	Evet etkide bulundu yeni şeyler öğrendik ben o yüzden olumlu buldum.
<b>Student - 87</b>	Yararlı olduğunu düşünüyorum çünkü eğlenceli ve öğreticiydi.	Evet çok bilgi sahibi oldum daha çok anladım kelimeleri şehirleri öğrendim.	Evet arttırdı hem de çok arttı.	Olumlu çünkü öğretici ve öğretici.

## Transcription of Focus-group Student Follow-up Interview

### *The 4<sup>th</sup> Grade Students' Answers to Focus-group Follow-up Interview Questions*

	<b>Answer - 1</b>	<b>Answer – 2</b>	<b>Answer – 3</b>	<b>Answer – 4</b>
<b>Student - 4</b>	Yes, they were useful. Because my points are getting higher, and I am learning my mistakes.	Yes, I have got information. Because I have realized my mistakes.	Yes, they increased. Because I have reinforced English.	Yes, I think that it is positive. Because I have reinforced my English.
<b>Student – 43</b>	Yes, I think so. It is like repetition for us. It is too enjoyable. I like these activities very much.	Yes, I do. That is to say, our teacher puts a tick on our correct answers. It really works.	They have really motivated. Because I am doing it by both having fun and learning. I like English lesson very much.	They had a positive effect, affected my in-class performance (but my performance was good, as well.)
<b>Student - 63</b>	Yes, I think that they are useful because we learn. If our teacher asks, we can answer easily.	Yes, I learn because our teacher marks when we make a mistake, and we learn the correct one.	Yes, I became enthusiastic. They have affected me because I like very much, and they helped me like English very much.	Yes, they had influenced. We learnt new things. That's why I considered the effect as positive.
<b>Student - 87</b>	Yes, I think that they were useful because they were enjoyable and instructional.	Yes, I have got much information, I have understood more, learnt words, cities.	Yes, they increased. What's more, they increased much.	Positive because they are instructional.

## Appendix 15. Transcription of Primary Semi-structured Teacher Interview

### *Teacher 2's Answers to Primary Semi-structured Interview Questions (Turkish)*

- A - 1** Yazılı sınav, yazılı sınav kâğıtları. Sözlü sınav artı/eksi şeklinde yapıyor. Ödevler artı/eksi şeklinde yapıyor. Performans görevi kalktı. Çocuklar seviyorlar kartonlar v.b. Renkli kâğıt ve materyalleri öğrenciler kullanıyor. Çalışma kâğıtlarını ders dosyasında tutuyorlar.
- A - 2** Üçünü de kullanıyorum. En çok formatifi kullanıyorum. Geri dönmek için zaman yok. Ek materyaller veriyorum.
- A - 3** Writing, Vocabulary, Grammar
- A - 4** Geliştirirken elimdeki materyalleri kullanıyorum. İnternette karıştırıyorum. Uygularken: Kopya çekmeyi engelleyici düzenlemeler yapıyorum. Cevap anahtarı & rubrik kullanıyorum.
- A - 5** Çocuklara açıklıyorum. Yazılı kâğıtlarını dağıtıyorum. Yanlıklarını görüyorlar. Tekrar topluyorlar.
- A - 6** Zaman zayıf yönüdür. Yazılı sınavların güçlü tarafı daha objektiftir. Kapsam geçerliliği yüksektir.
- A - 7** Dinleme ve anlama, donanımlı dil sınıfı, bireysel bilgisayar. Konuşmaya yönelik aktiviteler olmalıdır.
- A - 8** Öğrenci velileri objektif bakamıyor. Çocukların öğrenme eksikliklerini göremiyorlar. Öğrencinin bildiğini düşünüyorlar. Başarılı diyorlar. Sizden beklentileri yüksek. Hep başarılı olsun istiyorlar. Öğrenci eğlence/oyun/başarı istiyor.
- A - 9** Öğrencilerden ilgi ve düzenli çalışmalarını. Sadece sınavlarla motive etmiyorum. Velilerden beklenti: Öğretmene eleştirisel gelmesin. Öğrencinin eksikliğini görmesi.

## Transcription of Primary Semi-structured Teacher Interview

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### *Teacher 2's Answers to Primary Semi-structured Interview Questions*

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**A - 1** Written exam, written exam papers. Oral examination is conducted as minus and plus. Homework is administered as minus and plus. Performance task was abolished. The students like colorful cards etc., they use these materials. They keep their worksheets in their portfolios.

**A - 2** I use three of them. I use the formative one the most. There is no time to turn back. I give supplementary materials.

**A - 3** Writing, Vocabulary, Grammar

**A - 4** While developing, I use my existing materials. I download and mix. In administration, I make arrangements to prevent cheating. I use an answer key and rubric.

**A - 5** I explain to pupils. I hand out the exam papers. They see their mistakes, and they sum it again.

**A - 6** Time is weakness. The strength of the written exams is that they are more objective. The content-related validity is high.

**A - 7** There should be listening comprehension, equipped language classroom, individual computer, and the speaking-oriented activities.

**A - 8** The students' parents are not objective. They cannot see their children's learning weaknesses. They think that the students know. The parents say that the students are successful. Their expectations from you are high. They always want the students to become successful. The students want the fun, game and success.

**A - 9** The students' attention and studying regularly. I do not motivate them only with exams. I expect the parents to see the students' weakness and be not critical.

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## Appendix 16. Transcription of Semi-structured Teacher Follow-up Interview

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### *Teacher 2's Answers to Semi-structured Follow-up Interview Questions (Turkish)*

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**Answer - 1**

Evet yararlı buluyorum. Bu yaştaki çocuklar oyunlar oynayarak ve eğlenerek daha iyi öğrendikleri için bu materyalleri yararlı buluyorum.

**Answer – 2**

Olumlu etkileyeceğini düşünüyorum. Bana da çocukların katılma isteğini artırdığı için olumlu etkisi oldu. Tabi ki oluyor. Yukarıda bahsettiğim sebepler açısından sizin de motivasyonunuzu artırıyor.

**Answer – 3**

Eğer aynı tür materyaller devam ettirilmiş olsaydı kesinlikle kazanımlara erişmesini kolaylaştırırdı. Fakat kısıtlı zamanda ve bir kerelik uygulandığı için tam anlamıyla kazanıma etkisi olmadı.

**Answer – 4**

Büyük ölçüde karşılıyor çünkü çocukların eğlenerek öğrenme ihtiyacını karşıladığını düşünüyorum. Yine de eksiklikler var. Dinlemeye yönelik teknolojik anlamda eksiklikler var.

**Answer – 5**

Genel olarak öğrencilerin öğrenmelerine olumlu etkisi olduğunu düşünüyorum. Çünkü onlarında aktif olarak katıldığı etkinlikler olduğu için daha çok ilgi gösterdiklerini düşünüyorum.

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## Transcription of Semi-structured Teacher Follow-up Interview

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### *Teacher 2's Answers to Semi-structured Follow-up Interview Questions*

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**Answer - 1** Yes, I think that they are useful. Since the students at this age learn better by playing the games and having fun, I think that these materials are useful.

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**Answer – 2** I think that they will affect positively. They had a positive impact on me because they increased the students' willingness to participate. Sure, they do. Your motivation increases as well because of the reasons that I have mentioned above.

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**Answer – 3** If the same kinds of materials were being conducted, they would definitely facilitate attaining the objectives. But they did not have an effect on the objectives properly because they were implemented once and for a limited time.

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**Answer – 4** They meet extensively because I think that they meet the students' need of learning with fun. Even so, there are some lacks. There are technological lacks in listening.

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**Answer – 5** Generally, I think that have a positive impact on the students' learning. I think that they gave more attention because they were the activities in which the students attended actively.

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## Appendix 17. Assessment Tasks in ILTPY

\*The objectives, communicative functions and skills were directly taken from the curriculum devised by MoNE (2013). *English language teaching program (for the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade)*. Ankara.

\*\*The construct definitions were adapted from the objectives given in the curriculum developed by MoNE (2013). *English language teaching program (for the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade)*. Ankara.

### ASSESSMENT TASK - 1

<b>Title of Assessment Task:</b>	“KELOĞLAN SAYS...” (TPR Activity)
<b>*Objective of Assessment Task:</b>	Students will be able to recognize simple classroom instructions.
<b>**Construct Definition:</b>	Recognizing simple classroom instructions
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they listen to the classroom instructions and then carry out.
<b>Resources:</b>	Classroom Instructions Poster Video-recorder Holistic Grading Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 3 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There is one part in the assessment task. Learners will listen to the classroom instructions and then will carry them out appropriately. Their task performance will be video-recorded and then scored with holistic grading rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given orally in the target language. The length of the task is limited with one simple sentence for each action. The language of input includes organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be non-verbal and expressed with gestures and actions (in non-language forms). The students are expected to perform the instructions given by EFL teacher. It is based on the organizational knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. On the other hand, s/he will comment on learner’s aural recognition of classroom instructions after task.
<b>Analyzing &amp; Reporting Assessment Process</b>	Video-recording will be examined after the lesson, and learners’ performance will be scored in view of holistic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK – 2

<b>Title of Assessment Task:</b>	“MAKE IT, ACT IT!” (Mini Dialogue)
<b>*Objective of Assessment Task:</b>	<ul style="list-style-type: none"> <li>- Students will be able to understand short speech on making requests and asking for permission.</li> <li>- Students will be able to interact with their classmates through asking for and giving permission in short sentences and phrases.</li> <li>- Students will be able to make requests.</li> </ul>
<b>**Construct Definition:</b>	<ul style="list-style-type: none"> <li>- Understanding short speech on making requests and asking for permission</li> <li>- Interacting with their classmates through asking for and giving permission in short sentences and phrases</li> <li>- Making requests</li> </ul>
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they are asking for and giving permission or making requests while interacting with their classmates.
<b>Resources:</b>	Classroom materials Mini Dialogue Cards (Sample) Observation Checklist Holistic Grading Rubric (Limited Writing & Speaking)
<b>Characteristics of Setting:</b>	The task will be performed in the classroom setting. Physical environment is familiar. It is a pair-work activity in which all students and EFL teacher will get involved. Time for the task will be 5 + 10 (15) minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. Before working in pairs, teacher will describe the sample of mini dialogue. The assessment task includes two sequential parts. Firstly, the pairs will create their own mini dialogues which are similar to the sample about asking for and giving permission and making requests. Then, they will act it out in the classroom. The students will have 5 + 10 minutes sequentially for these two parts. Learners will be observed with checklist while preparing their pair dialogues and acting them, and their performance will be graded with holistic rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The learners are familiar with this activity. The input of the assessment task will be given in written and verbally in the target language. The input will be delivered by the teachers and supported with their gestures and mimes. The length of the task is limited with simple sentences and phrases. The language of input includes organizational and functional knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be aural, visual and tactile with the help of gestures and actions. The language of response will be performed orally in target language form. The output will be presented with simple and short request and permission sentences or phrases. The language of the expected response includes pragmatic/functional and organizational knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	At first, the learners will process the input and then transfer their topical knowledge to the expected response. Assessment task is non-reciprocal. Teacher will observe the students in their pair working and give feedback on their acting performance.
<b>Analyzing &amp; Reporting Assessment Process</b>	Dialogue cards and observation checklists will be examined after the lesson and learners’ performance will be scored with holistic grading rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

### ASSESSMENT TASK - 3

<b>Title of Assessment Task:</b>	“PRESENT YOUR BOOKLET” (Oral Presentation)
<b>*Objective of Assessment Task:</b>	<ul style="list-style-type: none"> <li>- Students will tell others what to do using rehearsed simple phrases and short sentences.</li> <li>- Students will be able to give simple instructions verbally.</li> </ul>
<b>**Construct Definition:</b>	<ul style="list-style-type: none"> <li>- Telling others what to do using rehearsed simple phrases and short sentences</li> <li>- Giving simple instructions verbally</li> </ul>
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task requires in advance preparation in which the learners practice the classroom instructions and items.
<b>Resources:</b>	<p>A Sample Booklet            Presentation Checklist            Analytic Grading Rubric (Booklet &amp; Presentation)</p>
<b>Characteristics of Setting:</b>	The booklets will be prepared in advance and then performed in the classroom. Physical environment is familiar. It is an individual activity requiring the whole-class participation.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	Time for the task will be +/- 25 minutes (one minute for each student).
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts in the assessment task. At first, learners will prepare a booklet about the classroom items, and secondly they will present their products in the classroom. The presentation time will be one minute for each presenter. Learners’ task performance will be observed with presentation checklist and then graded with analytic rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be presented with pictures and short phrases in the sample booklet by EFL teacher in the target language. Teacher’s explanation will be supported with visual aids. The learner is familiar with the input of the task. Learners need to process the input and then combine input and their previous knowledge. The input includes topical and vocabulary knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be both written and spoken. Fine motor skills are required to prepare the booklet pictures and content. The response is to be made up of single words and phrases. Topical knowledge is necessary for preparing and presenting booklets.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback when the learners present their products. On the other hand, s/he will comment on learner’s oral presentation of the booklets.
<b>Analyzing &amp; Reporting Assessment Process</b>	Booklets and checklist will be examined after the lesson, and learners’ performance will be scored with analytic grading rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK – 4

<b>Title of Assessment Task:</b>	“BOOM THE NUMBERS” (Game)
<b>*Objective of Assessment Task:</b>	- Students will be able to count to one hundred. - Students will be able to recognize numbers twenty through one hundred.
<b>**Construct Definition:</b>	Counting to one hundred Recognizing numbers twenty through one hundred
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they learn the numbers 1 to 100.
<b>Resources:</b>	Squekar Video-recorder Holistic Grading Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. Participants are young learners and EFL teacher. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 10 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There is one part in the assessment task. Learners’ task performance will be recorded with video and graded with holistic grading rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given orally in the target language. The length of the task is limited with single words describing numbers. The language of input includes organizational and topical knowledge. It raises the interest of young learners because it is a kind of instructional game.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be verbal in the target language. The response is primarily based on previous learning. It is made up of single words. The students are expected to express the numbers one by one and stop after every five numbers. Organizational knowledge is required for the expected response.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is reciprocal. Teacher will give immediate feedback on the numbers. Learners, who have difficulty in producing the expected response, will be the losers of the game.
<b>Analyzing &amp; Reporting Assessment Process</b>	Video records will be examined later and the students’ performance will be scored with holistic grading rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 5

<b>Title of Assessment Task:</b>	“COUNTRIES and NATIONS” (Matching Task)
<b>*Objective of Assessment Task:</b>	Students will be able to recognize personal information about other people such as where they are from and where they live.
<b>**Construct Definition:</b>	Recognizing personal information about other people such as where they are from and where they live
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they recognize countries and nations.
<b>Resources:</b>	Audio-player Matching Sheets Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. So, physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 6 (3 + 3) minutes.
<b>Characteristics of The Assessment Task Procedures:</b> <ul style="list-style-type: none"> <li>- Physical Environment</li> <li>- Time of Task</li> <li>- Participants</li> </ul>	EFL teacher will give oral instructions in the target language. Also, teacher will provide examples related to the task. There are two sequential parts (A & B) in the assessment task. In the first part (recording), learners will figure out the countries and nations, and then match them with the appropriate pictures. In the second part (recording), the students will match the countries with their continent pictures. They have 3 minutes for each part. Matching the countries and nations with the correct pictures will be accepted as the correct answer. Learners’ task will be scored with task specific rubric.
<b>Characteristics of The Input:</b> <ul style="list-style-type: none"> <li>- Format</li> <li>- The Language of the Input</li> </ul>	The input of the assessment task will be given with audio records in the target language (It is possible to reproduce). The length of the task is limited with simple sentences. The learners will have time to process the information given in the records. The language of input includes organizational, topical and socio-linguistic knowledge. There are cultural references in the input.
<b>Characteristics of The Expected Response:</b> <ul style="list-style-type: none"> <li>- Format</li> <li>- The Language of the Expected Response</li> </ul>	The expected response will be produced in non-language form (including visual materials). It is made up of matching figures which indicate correct answers. The students are expected to match the people and countries with correct pictures describing nationalities and countries. The format of the response is suitable for learners’ cognitive and pedagogical maturity.
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback on correct matching. The learners are expected to process the input based upon the primary topical knowledge.
<b>Analyzing &amp; Reporting Assessment Process</b>	Matching sheets will be examined after the task, and learners’ performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 6

<b>Title of Assessment Task:</b>	“FIND SOMEONE WHO...” TPR Activity (Chart-filling)
<b>*Objective of Assessment Task:</b>	Students will be able to ask and answer the questions about people, their nationalities and home countries if articulated slowly and clearly.
<b>**Construct Definition:</b>	Asking and answering the questions about people, their nationalities and home countries if articulated slowly and clearly
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they ask and answer the questions about the countries and nationalities.
<b>Resources:</b>	Mini Flashcards (The Countries and Nationalities) Chart-filling Cards Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom setting. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 10 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language and simplify the task by providing examples. There is one part in the assessment task. First of all, teacher will distribute the nationality cards to the students. Then, they will ask and answer the questions in view of these cards. Their task performance will be observed and then scored with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given in both non-language form (including visual cards) and language form (written phrases). The length of the task is limited with the simple phrases for each person. Since it is similar to puzzle activity, the task will raise the interest of the learners. The language of input includes organizational knowledge in the target language. It is made up of single words and phrases in addition to cultural references.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be both spoken and written. First, the learners are expected to draw meanings from the context (pictures) and then answer the questions related to them. They are to write the answers down correctly. The expected response includes simple sentences and phrases. Also, it is appropriate to the learners’ cognitive and linguistic level.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The task response requires drawing meanings from the visual context with respect to their prior topical knowledge on the basis of the input processing.
<b>Analyzing &amp; Reporting Assessment Process</b>	Chart-filling cards will be examined after the lesson, and learners’ performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 7

<b>Title of Assessment Task:</b>	“WHERE IS S/HE FROM? (Information Gap)
<b>*Objective of Assessment Task:</b>	<ul style="list-style-type: none"> <li>- Students will be able to recognize personal information about other people such as where they are from and where they live.</li> <li>- Students will be able to identify different people’s personal possessions.</li> </ul>
<b>**Construct Definition:</b>	<ul style="list-style-type: none"> <li>- Recognizing personal information about other people such as where they are from and where they live</li> <li>- Identifying different people’s personal possessions</li> </ul>
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they recognize personal possessions and personal information about home countries and nationalities.
<b>Resources:</b>	Information-gap Cards Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a pair-work activity which requires the whole-class participation. Time for the task will be 5 minutes.
- <b>Physical Environment</b>	
- <b>Time of Task</b>	
- <b>Participants</b>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language and simplify the task by providing examples. There is one part in the assessment task. According to information gaps in their sheets, learners will ask and answer some questions. Learners’ task performance will be observed and then scored with task specific rubric.
- <b>Instructions</b>	
- <b>Structure</b>	
- <b>Time Allotment</b>	
- <b>Scoring Method</b>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given written in both two gap-filling cards in the target language. The length of the task is limited with simple sentences and phrases. The language of input includes organizational, topical and functional knowledge. It consists of cultural elements.
- <b>Format</b>	
- <b>The Language of the Input</b>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be written and spoken in the target language. Learners are supposed to ask and answer the questions related to the missing information and then write the received information down. It is to be made up of simple sentences and phrases. The expected response is basically based upon organizational, topical and functional knowledge.
- <b>Format</b>	
- <b>The Language of the Expected Response</b>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The task is adaptive; it is based on the processing the missing information in the pair’s card.
<b>Analyzing &amp; Reporting Assessment Process</b>	Information-gap cards will be examined after the lesson, and learners’ performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 8

<b>Title of Assessment Task:</b>	“KELOĞLAN LIKES ...” & “KELOĞLAN DOESN’T LIKE ...” (Multiple Choice)
<b>*Objective of Assessment Task:</b>	Students will be able to understand the gist and key information in short, recorded passages of people talking about their likes and dislikes.
<b>**Construct Definition:</b>	Understanding the gist and key information in short, recorded passages of people talking about their likes and dislikes
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they listen to the recorded passages about likes and dislikes.
<b>Resources:</b>	Multiple Choice Sheets Audio-player Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 3+3 (6) minutes.
- <b>Physical Environment</b>	
- <b>Time of Task</b>	
- <b>Participants</b>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (Comprehension & Performance) in the assessment task. Firstly, learners will listen to the audio-record for general comprehension and then choose the correct pictures describing Keloğlan’s likes and dislikes. They have 3 + 3 minutes sequentially for these parts. Learners’ task performance will be graded with task specific rubric.
- <b>Instructions</b>	
- <b>Structure</b>	
- <b>Time Allotment</b>	
- <b>Scoring Method</b>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given aurally in the target language. It will be appropriate to the cognitive maturity. Also, the task will be supported with EFL teacher’s explanations. The length of the task is limited with single simple sentences. The language of input includes organizational and topical knowledge.
- <b>Format</b>	
- <b>The Language of the Input</b>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be visual (in non-language form). The students are expected to choose the most appropriate picture describing Keloğlan’s likes or dislikes. It is limited with the pictures describing related free time activities. It requires topical knowledge.
- <b>Format</b>	
- <b>The Language of the Expected Response</b>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The expected response is primarily based on input processing and drawing meaning from the context.
<b>Analyzing &amp; Reporting Assessment Process</b>	Multiple choice sheets will be examined after the lesson, and learners’ performance will be graded in view of task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 9

<b>Title of Assessment Task:</b>	“SURVEY: LIKES and DISLIKES IN THE CLASSROOM” (Oral Interview)
<b>*Objective of Assessment Task:</b>	Students will be able to ask people questions about what they like and answer such questions addressed to them provided they are articulated slowly and clearly.
<b>**Construct Definition:</b>	Asking people questions about what they like and answering such questions addressed to them provided they are articulated slowly and clearly
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they ask for information about others’ likes and dislikes.
<b>Resources:</b>	Survey Forms Self-inquiry Leaflets Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity which requires all students’ and EFL teachers’ participation. Time for the task will be 15 minutes.
- <b>Physical Environment</b>	
- <b>Time of Task</b>	
- <b>Participants</b>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts in the assessment task. Firstly, teacher will distribute the leaflets, and the students will fill in the self-inquiry forms. Then, they will answer their friends’ questions about likes and dislikes with reference to these self-inquiry forms. With regard to the survey content, learners will direct others many questions and then write the answers down. Learners’ task performance will be observed and then graded with task-specific rubric.
- <b>Instructions</b>	
- <b>Structure</b>	
- <b>Time Allotment</b>	
- <b>Scoring Method</b>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be presented in visual in non-language form. Survey task may be unfamiliar with the students. The length of the task is limited with appropriate pictures related to free time activities. The language of input includes organizational, topical and functional knowledge.
- <b>Format</b>	
- <b>The Language of the Input</b>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be verbal and written in the target language. Learners are to direct free time questions and, ask for repetition if necessary. The length of the task is limited with simple interrogative sentences and Yes/No answers. It requires organizational, topical and functional knowledge.
- <b>Format</b>	
- <b>The Language of the Expected Response</b>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The expected response is primarily based on input processing in survey sheets.
<b>Analyzing &amp; Reporting Assessment Process</b>	Survey forms will be examined after the lesson, and learners’ performance will be graded in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 10

<b>Title of Assessment Task:</b>	“WHO IS S/HE?” (Information Gap)
<b>*Objective of Assessment Task:</b>	Students will be able to say what they like doing.
<b>**Construct Definition:</b>	Saying what they like doing
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they express likes.
<b>Resources:</b>	Information-gap Cards Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a pair-work activity which requires the whole-class participation. Time for the task will be 5 minutes.
- <b>Physical Environment</b>	
- <b>Time of Task</b>	
- <b>Participants</b>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language and simplify the task by providing examples. There is one part in the assessment task. According to information gaps (names) in their sheets, learners express likes and ask or answer some questions about these likes. Learners’ task performance will be observed and then scored with task specific rubric.
- <b>Instructions</b>	
- <b>Structure</b>	
- <b>Time Allotment</b>	
- <b>Scoring Method</b>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given written in both two gap-filling cards in the target language. The length of the task is limited with simple sentences. The language of input includes organizational and topical knowledge.
- <b>Format</b>	
- <b>The Language of the Input</b>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be written and spoken in the target language. Learners are supposed to express likes, ask and answer the questions related to the missing information and then write the information down. It is to be made up of simple sentences. The expected response is mainly based on topical and organizational knowledge.
- <b>Format</b>	
- <b>The Language of the Expected Response</b>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The task is primarily based on the processing the missing names in the pair’s card.
<b>Analyzing &amp; Reporting Assessment Process</b>	Observation records and information-gap cards will be examined after the lesson, and learners’ performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 11

<b>Title of Assessment Task:</b>	“MY ABILITIES” (Matching Task)
<b>*Objective of Assessment Task:</b>	Students will be able to get the main idea when people describe their own or others’ abilities in clear and short sentences.
<b>**Construct Definition:</b>	Getting the main idea when people describe their own or others’ abilities in clear and short sentences
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they recognize others’ abilities.
<b>Resources:</b>	Audio-player Matching Sheets Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. So, physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 5 (2 +3) minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. Also, teacher will provide examples related to the task. There is one part in the assessment task. On the other hand, the students will listen to the audio-record twice. Firstly, they will figure out the abilities and then match them with the appropriate pictures. They have 5 minutes for this task. Matching people with the correct pictures describing their abilities will be accepted as the correct answer. Learners’ task will be scored with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given with audio records in the target language (It is possible to reproduce). The length of the task is limited with simple sentences. The learners will have time to process the information given in the records. The language of input is based upon organizational, topical and socio-linguistic knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	The expected response will be produced in non-language form (including visual materials). It is made up of matching figures which indicate the correct answers. The format of the response is suitable for learners’ cognitive and pedagogic maturity. It requires organizational (vocabulary) knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback on the correct matching. The learners are expected to process the input given in the audio-record.
<b>Analyzing &amp; Reporting Assessment Process</b>	Matching sheets will be examined after the task, and learners’ performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 12

<b>Title of Assessment Task:</b>	“THIS IS MY GUITAR!” (Comprehension)
<b>*Objective of Assessment Task:</b>	Students will be able to recognize what others possess provided that the speech is clear, short and slow.
<b>**Construct Definition:</b>	Recognizing what others possess provided that the speech is clear, short and slow
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they listen to the recorded passages about others’ possession.
<b>Resources:</b>	Grid-filling Charts Mini Stickers (Possession items) Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be (3 + 7) 10 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (comprehension & action) in the assessment task. Firstly, learners will listen to the record to understand the general idea. Then, they will take the correct item pictures off and stick them on the relevant grids. They have 3 + 7 minutes sequentially for these two parts. Learners’ task performance will be graded with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given aurally in the target language. It will be appropriate to the cognitive maturity. Also, the task will be supported with EFL teacher’s explanations. The length of the task is limited with single simple sentences about others’ possessions. The language of input includes organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be visual (in non-language form). The students are expected to stick the appropriate items on the relevant grids. It will be expressed with pictures describing the possessions. It requires topical and organizational knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task requires individual activity (non-reciprocal). Teacher will not give immediate feedback. The expected response is primarily based on processing the input in the audio-records.
<b>Analyzing &amp; Reporting Assessment Process</b>	Grid-filling sheets will be examined after the lesson, and learners’ performance will be graded with task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 13

<b>Title of Assessment Task:</b>	MY FAVOURITE CARTOON CHARACTERS (Oral Presentation)
<b>*Objective of Assessment Task:</b>	Students will be able to deliver a very brief speech about their own and other people's abilities when they are given time for advance preparation.
<b>**Construct Definition:</b>	Delivering a very brief speech about their own and other people's abilities when they are given time for advance preparation
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they present their own learning products.
<b>Resources:</b>	Cartoon Characters Poster (Sample) Presentation Skill Checklist Analytic Grading Rubric
<b>Characteristics of Setting:</b>	Posters will be prepared in advance, and presentation will be performed in the classroom. Physical environment is familiar.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be +/- 25 minutes (one minute for each student).
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (preparation & presentation) in the assessment task. Firstly, learners will prepare the posters about the abilities of their favorite cartoon characters. Then, they will describe their abilities in the classroom. Learners' task performance will be observed with presentation skill checklist and then graded with analytic rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be written in the target language. It will be supported with visuals and EFL teacher's explanations. Fine motor skills are required to cut, paste and color the pictures. The length of the task is limited with single simple sentences and phrases. The language of input includes organizational, pragmatic and topical knowledge. It may represent cultural figures because of the cartoon characters from different nationalities.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken and written (in language form). The students are to talk about their favorite cartoons' abilities. Task will be expressed with simple single sentences. It requires topical, organizational and functional knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. S/he will comment on the performance after presentation. The expected response is principally based on input processing with reference to sample texts.
<b>Analyzing &amp; Reporting Assessment Process</b>	Posters and presentation checklists will be examined after the lesson, and learners' performance will be graded with analytic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 14

<b>Title of Assessment Task:</b>	“WHAT DO YOU HAVE IN YOUR SCHOOL BAG?” (Mini Dialogue/Pair Work)
<b>*Objective of Assessment Task:</b>	Students will be able to talk about their own and others’ possessions.
<b>**Construct Definition:</b>	Talking about their own and others’ possessions
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they talk about possessions.
<b>Resources:</b>	Mini Dialogue Cards (Sample) Analytic Grading Rubric (Limited Writing & Speaking)
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a pair-work activity which requires all learners’ and EFL teacher’s participation. Time for the task will be 5+10 (15) minutes.
- <b>Physical Environment</b>	
- <b>Time of Task</b>	
- <b>Participants</b>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (writing dialogues & acting them out) in the assessment task. Firstly, learners will prepare their own dialogues about possession with reference to the sample dialogue. Then, they will act them out in the classroom. They will have 5 + 10 minutes sequentially for these parts. Learners’ task performance will be observed and then graded with analytic rubric.
- <b>Instructions</b>	
- <b>Structure</b>	
- <b>Time Allotment</b>	
- <b>Scoring Method</b>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be written in the target language. Learners are familiar with this kind of activity, and it will be appropriate to their cognitive maturity. Also, the task will be supported with EFL teacher’s explanations. The length of the task involves the simple sentences and phrases. The language of input is mainly based on the organizational and topical knowledge.
- <b>Format</b>	
- <b>The Language of the Input</b>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be written and spoken in the target language. It is supposed to include simple sentences and phrases about their own possessions. It requires organizational and topical knowledge.
- <b>Format</b>	
- <b>The Language of the Expected Response</b>	
<b>Relationship between Input and Response</b>	Assessment task requires non-reciprocal response. Teacher will not give immediate feedback. The expected response is primarily focused on input processing in the sample dialogues.
<b>Analyzing &amp; Reporting Assessment Process</b>	Dialogue texts will be examined after the lesson, and learners’ performance will be graded with analytic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 15

<b>Title of Assessment Task:</b>	EVERYDAY ROUTINES (Oral Cloze – Grid-filling)
<b>*Objective of Assessment Task:</b>	<ul style="list-style-type: none"> <li>- Students will be able to extract the gist and relevant specific information in short recorded passages about predictable everyday routines which are spoken slowly and clearly.</li> <li>- Students will be able to recognize the time in short and clear speech.</li> </ul>
<b>**Construct Definition:</b>	<ul style="list-style-type: none"> <li>- Extracting the gist and relevant specific information in short recorded passages about predictable everyday routines</li> <li>- Recognizing the time in short and clear speech</li> </ul>
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they listen to the recorded passages about daily activities.
<b>Resources:</b>	Grid-filling Charts Mini Flash Cards (Daily Activities and Time) Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be (3 + 7) 10 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (comprehension & action) in the assessment task. Firstly, learners will listen to the record to understand the general idea. Then, they will take the correct picture off and stick it on the relevant grids. They have 3 + 7 minutes sequentially for these parts. Learners' task performance will be graded with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given aurally in the target language. It will be suitable for the cognitive maturity. Also, the task will be supported with EFL teacher's explanations. The length of the task is limited with single simple sentences about the routines and time. The language of input includes organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be visual (in non-language form). After recognizing time and routines in audio-record, the students are expected to stick the correct pictures on the relevant grids. It is to be expressed with the pictures describing the relevant daily routines. It requires topical and organizational knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is focused on the individual activity (non-reciprocal). That is to say, teacher will not give immediate feedback. The expected response is mainly based on input processing in the audio-records and drawing meaning from the context.
<b>Analyzing &amp; Reporting Assessment Process</b>	Grid-filling sheets will be examined after the lesson, and learners' performance will be graded with task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 16

<b>Title of Assessment Task:</b>	OUR DAILY ACTIVITIES (Role-play Activity)
<b>*Objective of Assessment Task:</b>	Students will be able to ask and answer and initiate and respond to simple statements about their daily routines.
<b>**Construct Definition:</b>	Asking and answering & Initiating and responding to simple statements about their daily routines
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they ask for and give information about daily activities.
<b>Resources:</b>	Role-play Cards Video Recorder Holistic Grading Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a group-work activity task which involves the whole-class participation (all students and EFL teacher). Time for the task will be 5+10 (15) minutes.
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (rehearsal & action) in the assessment task. Firstly, learners will practice their own roles within the group, and then they will act them out in the classroom. They have 5 + 10 minutes sequentially for these parts. Learners' task performance will be observed, recorded and then graded with holistic grading rubric.
<b>Characteristics of The Input:</b>	The input of the assessment task (role-play cards) will be written in the target language. Also, the task will be supported with visuals and EFL teacher's explanations. It will be appropriate to the cognitive maturity. The length of the task is limited with single simple sentences and phrases. The language of input includes organizational, functional and topical knowledge.
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken (in language form). Also, it will be supported with gestures. The students will draw meaning from the input and perform their roles about daily activities. It includes simple sentences and phrases about daily activities. Topical, organizational and functional knowledge are required for the role-play performance.
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal in terms of performing the roles. Teacher will not give immediate feedback during performance. On the other hand, EFL teacher may contribute to their role-play practice. The expected response is primarily based on input processing in role play cards.
<b>Analyzing &amp; Reporting Assessment Process</b>	Video-recording will be examined after the lesson, and learners' performance will be graded in view of holistic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 17

<b>Title of Assessment Task:</b>	“THROW THE BALL and ASK FOR THE TIME” TPR Activity
<b>*Objective of Assessment Task:</b>	Students will be able to ask and answer about the time.
<b>**Construct Definition:</b>	Asking and answering about the time
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they ask for the time.
<b>Resources:</b>	A Small and Soft Ball A Craft Clock Video-recorder Holistic Grading Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 10 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. The task will be supported and simplified with EFL teacher’s expressions and examples. Instructions, which are limited with simple sentences, will be appropriate to the learners’ level. There is one part in the assessment task. Learners will throw the ball to their friends and ask about the time. Then, they will answer the questions appropriately if addressed to them slowly. Learners’ task performance will be video-recorded and then graded with holistic rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given orally in the target language by EFL teacher. It will be presented in language form (spoken). The length of the task is limited with simple questions and answers about time. The format of input presentation will encourage the learners’ participation. The language of input includes organizational knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken in the target language. The students are expected to ask and answer about the time. It will include simple sentences. The expected response requires organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task will be reciprocal. Teacher will correct the expected response immediately. Also, s/he will comment on the learner’s aural recognition and comprehension of the time in target language.
<b>Analyzing &amp; Reporting Assessment Process</b>	The video will be examined later, and learners’ performance will be graded in view of holistic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 18

<b>Title of Assessment Task:</b>	MY DAILY CRAFT (Oral Presentation)
<b>*Objective of Assessment Task:</b>	Students will be able to give personal information on the daily routines they do at different times of the day.
<b>**Construct Definition:</b>	Giving personal information on the daily routines they do at different times of the day
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they talk about their daily routines at different times.
<b>Resources:</b>	A Craft Clock (Sample) Presentation Skill Checklist Analytic Grading Rubric
<b>Characteristics of Setting:</b>	Craft clocks will be prepared in advance, and presentation will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be +/- 25 minutes (one minute for each student).
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (preparation & presentation) in the assessment task. Firstly, learners will prepare the craft clocks in advance. Then, they will use the craft clock in the classroom to give information about their daily routines at different times. Learners' task performance will be observed with presentation skill checklist and then graded with analytic rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be spoken in the target language. It will be appropriate to the cognitive maturity. Also, the task will be supported with EFL teacher's explanations. Task requires fine motor skills for cutting, pasting and coloring the pictures. The length of the task is limited with single simple sentences and phrases. The language of input includes organizational, pragmatic and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken (in language form). It will be expressed with simple sentences. It requires topical, organizational and functional knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. S/he will comment on the performance after presentation. The expected response is primarily based on organizational knowledge.
<b>Analyzing &amp; Reporting Assessment Process</b>	Presentation checklist will be examined after the lesson, and learners' performance will be graded with analytic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK – 19

<b>Title of Assessment Task:</b>	“NUMBER THE BUBBLES” (Comprehension)
<b>*Objective of Assessment Task:</b>	Students will be able to understand and follow simple instructions if addressed to them slowly.
<b>**Construct Definition:</b>	Understanding and following simple instructions if addressed to them slowly
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into learning activities in which they listen to the recorded passages about instructions of the experiments.
<b>Resources:</b>	Activity Sheets Audio-tape Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be (3 + 5) 8 minutes.
- <b>Physical Environment</b>	
- <b>Time of Task</b>	
- <b>Participants</b>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (recognition & action) in the assessment task. Firstly, learners will listen to the record to understand the general idea. Then, they will number the bubbles which describe the different stages of the experiment. They have 3 + 5 minutes sequentially for these parts. Learners’ task performance will be graded with task specific rubric.
- <b>Instructions</b>	
- <b>Structure</b>	
- <b>Time Allotment</b>	
- <b>Scoring Method</b>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given orally in the target language. It will be appropriate to the cognitive maturity. Also, the task will be supported with EFL teacher’s explanations. The task input includes simple sentences about experiment instructions. The language of input is mainly focused on organizational and topical knowledge.
- <b>Format</b>	
- <b>The Language of the Input</b>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be numerical (in non-language form). The students are expected to number the bubbles correctly after comprehending the steps of the experiment in audio-record. It requires topical and organizational knowledge.
- <b>Format</b>	
- <b>The Language of the Expected Response</b>	
<b>Relationship between Input and Response</b>	Assessment task requires individual activity (non-reciprocal). Teacher will not give immediate feedback. The expected response is chiefly based on input processing in the audio-record and drawing meaning from the context.
<b>Analyzing &amp; Reporting Assessment Process</b>	Activity sheets will be examined after the lesson, and learners’ performance will be graded with task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 20

<b>Title of Assessment Task:</b>	“WHERE IS THE SPONGE BOB?” (True/False Activity)
<b>*Objective of Assessment Task:</b>	Students will be able to recognize phrases/descriptions about locations.
<b>**Construct Definition:</b>	Recognizing phrases/descriptions about locations
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into learning activities in which they listen to the recorded passages about descriptions about locations.
<b>Resources:</b>	True/False Sheets Audio-tape Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be (3 + 5) 8 minutes.
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (recognition & action) in the assessment task. Firstly, learners will listen to the record to understand the general idea. Then, they will define the statement as true or false in view of the pictures to be given for each item. They have 3 + 5 minutes sequentially for these two parts. Learners’ task performance will be graded with task specific rubric.
<b>Characteristics of The Input:</b>	The input of the assessment task will be given orally in the target language. Also, the task will be supported with EFL teacher’s explanations. The length of the task is limited with single simple sentences about descriptions about locations. The language of input includes organizational and topical knowledge.
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be in non-language form (circle around true or false). After listening for comprehension, the students are supposed to decide on whether the statement is true or false according to the picture. It requires topical and organizational knowledge.
<b>Relationship between Input and Response</b>	Assessment task requires individual activity (non-reciprocal). Teacher will not give immediate feedback. The expected response is primarily based on drawing references from the audio-record.
<b>Analyzing &amp; Reporting Assessment Process</b>	True/False sheets will be examined after the lesson, and learners’ performance will be graded with task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 21

<b>Title of Assessment Task:</b>	PICTURE DESCRIPTION (Mini Dialogue/Pair Work)
<b>*Objective of Assessment Task:</b>	<ul style="list-style-type: none"> <li>- Students will be able to ask and answer questions about locations of objects.</li> <li>- Students will be able to ask and answer very simple clarification questions through short expressions or mimes and actions.</li> </ul>
<b>**Construct Definition:</b>	<ul style="list-style-type: none"> <li>- Asking and answering questions about locations of objects</li> <li>- Asking and answering very simple clarification questions through short expressions or mimes and actions</li> </ul>
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into learning activities in which they ask and answer questions about locations.
<b>Resources:</b>	Picture (one picture for each pair) Mini Dialogue Cards (Sample) Observation Sheets Analytic Grading Rubric (Limited Writing & Speaking)
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a pair-work activity which requires all learners' and EFL teacher's participation. Time for the task will be 5+10 (15) minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (writing dialogues & acting them out) in the assessment task. Firstly, teacher will distribute the pictures which include location figures. After that, learners will prepare their own dialogues about the location of objects with reference to the picture. Finally, they will act them out in the classroom. They have 5 + 10 minutes sequentially for these parts. Learners' task performance will be observed and then graded with analytic rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be written in the target language. Learners are familiar with this kind of activity. Also, the task will be supported with EFL teacher's explanations. The task input is made up of simple sentences and phrases. The language of input includes organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be written and spoken in the target language. Pairs will make a dialogue about the location of the objects in the picture. It is supposed to include simple sentences and phrases. Also, it requires organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task requires non-reciprocal response. Teacher will not give immediate feedback. On the other hand, he/she may make comments on their performance. The expected response is largely based on processing input in the sample dialogues and drawing meaning from the picture.
<b>Analyzing &amp; Reporting Assessment Process</b>	Dialogue texts and observation sheets will be examined after the lesson, and learners' performance will be graded with analytic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 22

<b>Title of Assessment Task:</b>	“THAT’S MY EXPERIMENT!” (Oral Presentation)
<b>*Objective of Assessment Task:</b>	- Students will be able to give short, basic instructions. - Students will be able to describe locations of people and things.
<b>**Construct Definition:</b>	- Giving short, basic instructions - Describing locations of people and things
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they give instructions and describe locations.
<b>Resources:</b>	An Experiment Poster (Sample) Presentation Skill Checklist Analytic Grading Rubric
<b>Characteristics of Setting:</b>	The experiment poster will be prepared in advance, and presentation will be performed in the classroom. For this reason, physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be +/- 25 minutes (one minute for each student).
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (preparation & presentation) in the assessment task. Firstly, learners will prepare their experiment posters in advance. Then, they will deliver their speech in the classroom by describing their posters. Learners’ task performance will be observed with presentation skill checklist and then graded with analytic rubric.
<b>Characteristics of The Input:</b>	The input of the assessment task will be written in the target language. It will be appropriate to the cognitive maturity. Also, the task will be supported with EFL teacher’s explanations and visuals. Task requires fine motor skills to cut, paste and color for poster preparation. The length of the input is limited with simple sentences and phrases. The language of input includes organizational and topical knowledge.
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken and written in the target language. The students are to prepare their experiment posters in advance, present them to give basic instructions about the experiment, and describe the locations of the items in the experiment. The task will be expressed with simple sentences. It requires topical, organizational and knowledge.
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. S/he will make comments on the performance after presentation. The expected response is primarily based on drawing meaning from input in the sample poster.
<b>Analyzing &amp; Reporting Assessment Process</b>	Posters and presentation checklist will be examined after the lesson, and learners’ performance will be graded with analytic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 23

<b>Title of Assessment Task:</b>	“WHERE IS THE EXIT?” (Matching Task)
<b>*Objective of Assessment Task:</b>	Students will be able to identify other people’s jobs, likes and regular activities when stated in clear and short sentences.
<b>**Construct Definition:</b>	Identifying other people’s jobs, likes and regular activities when stated in clear and short sentences
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they identify other people’s jobs, likes and regular activities.
<b>Resources:</b>	Audio-player Matching Sheets Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. So, physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 6 (3 + 3) minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. Also, teacher will provide examples related to the task. The students will listen to the record twice for comprehension and matching. They have 3 minutes for each part. There are two sequential parts in the assessment task. In the first part, learners will match the characters with their jobs and then with their likes. Finally, they will find the symbolic exit. Matching the jobs and likes with the appropriate characters will be accepted as the correct answer. Learners’ task will be scored with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given with audio records in the target language (To reproduce is possible). The length of the task includes simple sentences. The learners will have time to comprehend the information given in the record. The language of input is based upon organizational, topical and functional knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	The expected response will be produced in non-language form (including visual materials). It is made up of matching figures which indicate correct answers. After matching sequentially, the students are supposed to find the symbolic exit. The format of the response is appropriate to the learners’ cognitive and pedagogical maturity.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback on the correct matching. The learners are expected to process the input which requires the organizational knowledge.
<b>Analyzing &amp; Reporting Assessment Process</b>	Matching sheets will be examined after the task, and learners’ performance will be scored in view of task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 24

<b>Title of Assessment Task:</b>	“DESCRIBE YOUR FAMILY!” (Oral Presentation)
<b>*Objective of Assessment Task:</b>	Students will be able to talk about other people’s jobs, regular activities and likes in simple sentences.
<b>**Construct Definition:</b>	Talking about other people’s jobs, regular activities and likes in simple sentences
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they talk about others’ jobs, regular activities and likes in simple sentences.
<b>Resources:</b>	An Experiment Poster (Sample) Presentation Skill Checklist Analytic Grading Rubric
<b>Characteristics of Setting:</b>	Family posters will be prepared in advance, and presentation will be performed in the classroom. The students are familiar with physical environment. It is a whole-class activity in which all students and EFL teacher will take part. Time for the task will be +/- 25 minutes (one minute for each student).
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (preparation & presentation) in the assessment task. Firstly, learners will prepare the family posters which describe their family members’ profession and likes. Then, they will present their posters in the classroom. Learners’ task performance will be observed with presentation skill checklist and then graded with analytic rubric.
<b>Characteristics of The Input:</b>	The input of the assessment task will be written in the target language. It will be appropriate to the cognitive maturity. Also, the task will be supported with visuals and EFL teacher’s explanations. The task input includes simple sentences and phrases. The language of input is based upon organizational, pragmatic and topical knowledge.
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken and written in the target language (in language form). It is to be expressed with simple sentences. It requires topical, organizational and functional knowledge. Task requires fine motor skills to cut, paste and color the visuals.
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. S/he will comment on the performance after presentation. Students need to draw meaning from input in the sample poster to show the expected response.
<b>Analyzing &amp; Reporting Assessment Process</b>	Posters and presentation checklist will be examined after the lesson, and learners’ performance will be graded with analytic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 25

<b>Title of Assessment Task:</b>	“FIND SOMEONE WHO...” TPR Activity (Chart-filling)
<b>*Objective of Assessment Task:</b>	Students will be able to ask and answer questions on what people do regularly and what they like doing using short sentences and phrases.
<b>**Construct Definition:</b>	Asking and answering questions on what people do regularly and what they like doing using short sentences and phrases
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they ask and answer questions on what people do regularly and what they like doing.
<b>Resources:</b>	Mini Flashcards Chart-filling Cards Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom setting. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will participate. Time for the task will be 10 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language and simplify the task by providing examples. There is one part in the assessment task. The learners ask and answer the questions according their flashcards. They will have 10 minutes for this task. Learners’ task performance will be observed and then scored with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given in both non-language form (including visual cards) and language form (written phrases). The length of the task is limited with the simple phrases for each person. Since it requires the active participation, the task will raise the interest of the learners. The language of input includes organizational knowledge. It is made up of simple sentences and phrases.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be both spoken and written. First, the learners are expected to draw meanings from the context (mini flashcards). Then, they will ask and answer the questions related to them. The learners are expected to write down the answers which they receive from others. Additionally, the expected response includes simple sentences and phrases.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The task response requires drawing meanings from the visual context with respect to their prior topical knowledge and adaptation of the knowledge in the input processing.
<b>Analyzing &amp; Reporting Assessment Process</b>	Chart-filling cards will be examined after the lesson, and learners’ performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 26

<b>Title of Assessment Task:</b>	“CAPITALS AND WEATHER” (Multiple Choice)
<b>*Objective of Assessment Task:</b>	Students will be able to understand the essential information in short recorded passages dealing with predictable, everyday matters (clothes and weather conditions) which are spoken slowly and clearly and when there is visual support.
<b>**Construct Definition:</b>	Understanding the essential information in short recorded passages dealing with predictable, everyday matters (clothes and weather conditions) which are spoken slowly and clearly and when there is visual support
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they listen to the recorded passages about clothes and weather conditions.
<b>Resources:</b>	Multiple Choice Sheets Audio-player Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will take part. Time for the task will be 3+3 (6) minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There is one part in the assessment task. The students will listen to the record about weather and clothing twice for comprehension. They have 3 + 3 minutes sequentially for this task. They are expected to choose the correct capital city which is described in the record. Learners’ task performance will be scored with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given aurally in the target language. It will be appropriate to the YLLs’ cognitive maturity. Also, the task will be supported with EFL teacher’s explanations. The length of the task is limited with simple sentences. The language of input includes organizational and topical knowledge. As the information about the capital cities is given in the record, the task includes cultural references.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be visual (in non-language form). It requires choosing the pictures describing weather and clothing in the capital cities. It is mainly based on organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The expected response is primarily based on input processing and drawing meaning from the context of the record.
<b>Analyzing &amp; Reporting Assessment Process</b>	Multiple choice sheets will be examined after the lesson, and learners’ performance will be scored in view of task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 27

<b>Title of Assessment Task:</b>	“SEASONS” (Matching Task)
<b>*Objective of Assessment Task:</b>	Students will be able to recognize the names of the seasons in short and clear speeches.
<b>**Construct Definition:</b>	Recognizing the names of the seasons in short and clear speeches
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they recognize the names of the seasons.
<b>Resources:</b>	Audio-player Matching Sheets Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. So, physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 4 (2+ 2) minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. Also, teacher will provide examples related to the task. There is one part in the assessment task. Firstly, the students will listen to the record to understand the general point. Then, they will match the cartoon characters with the correct pictures of the seasons. They have 4 minutes for this task. Matching the characters with the correct seasons will be accepted as the correct answer. As the cartoon characters are suitable for the young learners’ cognitive maturity, they will be interested in task. Learners’ task will be scored with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given with audio record in the target language (It is possible to reproduce). The length of the task is limited with simple sentences. The learners will have enough time to process the information given in the record. The language of input includes organizational, topical and functional knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	The expected response will be produced in non-language form (including visual materials). It is made up of matching figures which indicate the correct answers. The format of the response is appropriate to the learners’ cognitive and pedagogic maturity. It requires organizational (vocabulary) knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback on the correct matching. The learners are expected to process the input based upon the topical knowledge.
<b>Analyzing &amp; Reporting Assessment Process</b>	Matching sheets will be examined after the task, and learners’ performance will be scored in view of task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK – 28

<b>Title of Assessment Task:</b>	“LET’S GO ON A PICNIC!” (Mini Dialogue/Pair Work)
<b>*Objective of Assessment Task:</b>	<ul style="list-style-type: none"> <li>- Students will be able to ask and answer simple questions and initiate and respond to simple statements in areas of immediate need or on very familiar topics (e.g., the weather).</li> <li>- Students will be able to ask people for things and give people things.</li> </ul>
<b>**Construct Definition:</b>	<ul style="list-style-type: none"> <li>- Asking and answering simple questions and initiating and responding to simple statements in areas of immediate need or on very familiar topics (e.g., the weather)</li> <li>- Asking people for things and give people things</li> </ul>
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they ask and answer questions about the weather and similar topics.
<b>Resources:</b>	Mini Dialogue Cards (Sample) Video Recorder Analytic Grading Rubric (Limited Writing & Speaking)
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a pair-work activity which requires all learners’ and EFL teacher’s participation. Time for the task will be 5+10 (15) minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be written in the target language. Learners are familiar with this kind of activity. Also, the task will be supported with EFL teacher’s explanations. The length of the task is limited with simple sentences and phrases. The language of input includes pragmatic, organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be written and spoken in the target language. The students are expected to perform the dialogue which they will write on their own. It is made up of simple sentences and phrases about the weather. The students are familiar with the task format. It requires pragmatic/functional, organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task requires non-reciprocal response. Teacher will not give immediate feedback. The expected response is primarily based on input processing, drawing meaning and organization from the context.
<b>Analyzing &amp; Reporting Assessment Process</b>	Dialogue texts and records will be examined after the lesson, and learners’ performance will be graded with analytic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 29

<b>Title of Assessment Task:</b>	“WEATHER FORECAST” (Oral Presentation)
<b>*Objective of Assessment Task:</b>	- Students will be able to describe the weather. - Students will be able to name the seasons.
<b>**Construct Definition:</b>	- Describing the weather - Naming the seasons
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they describe the weather and name the seasons.
<b>Resources:</b>	A Weather Forecast Poster (Sample) Presentation Skill Checklist Analytic Grading Rubric
<b>Characteristics of Setting:</b>	The presentations will be performed in the classroom. Accordingly, the students are familiar with physical environment. On the other hand, posters will be prepared in advance. It is a whole-class activity in which all students and EFL teacher will take part. Time for the task will be +/- 25 minutes (one minute for each student).
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. Instructions will be supported by visuals. There are two parts (preparation & presentation) in the assessment task. Firstly, learners will prepare the posters describing weather and seasons in advance. Then, they will present them in the classroom. Learners’ task performance will be observed with presentation skills checklist, and the poster will be graded with analytic rubric.
<b>Characteristics of The Input:</b>	The input of the assessment task will be written and visual in the target language. It will be suitable for the cognitive maturity. Also, the task will be supported with EFL teacher’s explanations. The length of the task is limited with simple sentences and phrases. The language of input includes organizational and topical knowledge.
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken and written (in language form). Task requires fine motor skills such as cutting, pasting and coloring the pictures. In the presentation, the students are supposed to use simple expressions to describe the weather and seasons. It requires topical and organizational knowledge.
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. S/he will comment on the performance after presentation. The expected response is primarily based on input processing with regard to the sample poster.
<b>Analyzing &amp; Reporting Assessment Process</b>	Posters and presentation checklist will be examined after the lesson, and learners’ performance will be graded with analytic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK – 30

<b>Title of Assessment Task:</b>	“CROSS AND TICK” (Comprehension)
<b>*Objective of Assessment Task:</b>	Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features).
<b>**Construct Definition:</b>	Understanding the main point in short, clear, simple messages and announcements
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into learning activities in which they listen to the recorded passages to understand the main point.
<b>Resources:</b>	Comprehension Sheets Audio-tape Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be (2 + 8) 10 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There are two parts (recognition & action) in the assessment task. Firstly, learners will listen to the record about the physical and personal features to understand the general idea. Then, they will cross and tick the correct boxes describing the correct physical and personal features. They will have 2 + 8 minutes sequentially for these parts. Learners’ task performance will be scored with task specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be given aurally in the target language. The task will be supported with EFL teacher’s explanations. The length of the task is limited with single simple sentences about people’s features. The language of input includes organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be visual (in non-language form). The students are to cross the box related to the physical appearance respectively and tick near the box which gives the relevant personal feature. It requires topical and organizational knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task requires individual activity (non-reciprocal). Teacher will not give immediate feedback. The expected response is primarily based on input processing in the audio-record and drawing meaning from the context.
<b>Analyzing &amp; Reporting Assessment Process</b>	Comprehension sheets will be examined after the lesson, and learners’ performance will be scored with task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 31

<b>Title of Assessment Task:</b>	“MY FRIENDS” (Photo Description)
<b>*Objective of Assessment Task:</b>	Students will be able to describe their friends and other people.
<b>**Construct Definition:</b>	Describing their friends and other people
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they describe their friends.
<b>Resources:</b>	Photo (Friends) Presentation Skill Checklist
<b>Characteristics of Setting:</b>	The task will be carried out in the classroom. Accordingly, physical environment is familiar for young learners. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be +/- 25 minutes (one minute for each student).
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. The task will be exemplified by the teacher. There are two parts (preparation & presentation) in the assessment task. Firstly, learners will prepare and practice their own speech about their friends in view of their friends’ physical features on the photograph. Then, they will describe their friends in the classroom. Learners’ task performance will be observed and graded with presentation skill checklist.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be in non-language form (photo). It will be suitable for the YLLs’ cognitive maturity. Also, the task will be supported with EFL teacher’s explanations. As the task enables the students to give information about their own friends, it will motivate them to take part in the assessment. The length of the task is limited with visuals.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken (in language form). Also, it can be strengthened by gestures and facial expressions. It is made up of simple single sentences which describe their friends. It requires topical, organizational and functional knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. S/he will comment on the performance after presentation. The expected response is mainly based on input processing with reference to sample texts.
<b>Analyzing &amp; Reporting Assessment Process</b>	Presentation checklists will be examined after the lesson, and learners’ performance will be graded. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 32

<b>Title of Assessment Task:</b>	“TELL ME ABOUT YOUR CHARACTER” (Survey)
<b>*Objective of Assessment Task:</b>	Students will be able to ask and answer about other people’s physical characteristics and personality.
<b>**Construct Definition:</b>	Asking and answering about other people’s physical characteristics and personality
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they ask for information about others’ physical appearance and personal features.
<b>Resources:</b>	Cartoon Character Cards Survey Forms Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity which requires all students’ and EFL teachers’ participation. Time for the task will be 15 minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. There is one part in the assessment task. In line with the survey content, learners will ask many questions about personal and physical features to their friends and then write the answers down. Learners’ task performance will be observed and then scored with task-specific rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be presented in written (cards and survey forms) in the target language. It will be supported by teachers’ explanation and visual materials. The students may be unfamiliar with the survey task. The length of the task is limited with simple sentences about physical appearance and personality. The language of input includes organizational and topical knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be verbal and written in the target language. Learners are to ask the questions and answer them according to the information given in their cards. The task is made up of simple interrogative sentences and their appropriate answers. It requires organizational, topical and functional knowledge.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The expected response is primarily based on draw meaning from the input in the cards and survey forms.
<b>Analyzing &amp; Reporting Assessment Process</b>	Survey forms will be examined after the lesson, and learners’ performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK – 33

<b>Title of Assessment Task:</b>	SNOW WHITE AND THE SEVEN DWARFS (Matching Task)
<b>*Objective of Assessment Task:</b>	Students will be able to recognize simple words and phrases about food and drinks.
<b>**Construct Definition:</b>	Recognizing simple words and phrases about food and drinks
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they recognize information about food and drinks.
<b>Resources:</b>	Audio-player Matching Sheets Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. So, physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be 4 (2 + 2) minutes.
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. Also, teacher will provide examples related to the task. There are two sequential parts in the assessment task. In the first part (recording), learners will figure out what the seven dwarfs would like to eat and drink, and then they will match the food and drinks with their pictures. They have 2 minutes for each part. Matching the food and drinks with the correct pictures will be accepted as correct answer. Learners' task will be scored with task specific rubric.
<b>Characteristics of The Input:</b>	The input of the assessment task will be given with audio record in the target language (It is possible to reproduce). The length of the task is limited with simple sentences. The learners will have time to process the information given in the records. The language of input includes organizational, topical and socio-linguistic knowledge. There are cultural references in the input. As the context is given with cartoon characters, the task will raise young learners' interest.
<b>Characteristics of The Expected Response:</b>	The expected response will be produced in non-language form (including visual materials). It is made up of matching figures which indicate correct answers. The format of the response is appropriate to learners' cognitive and pedagogic maturity. It requires organizational and topical knowledge.
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback on the correct matching. The learners are expected to process the input based upon the primary topical knowledge.
<b>Analyzing &amp; Reporting Assessment Process</b>	Matching sheets will be examined after the task, and learners' performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 34

<b>Title of Assessment Task:</b>	“TAKE IT OFF & STICK IT ON” (Comprehension)
<b>*Objective of Assessment Task:</b>	Students will be able to identify others’ needs and feelings if stated in simple and clear speech.
<b>**Construct Definition:</b>	Identifying others’ needs and feelings if stated in simple and clear speech
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into learning activities in which they listen to the recorded passages about others’ needs and feelings.
<b>Resources:</b>	Comprehension Sheets (including stickers) Audio-tape Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity in which all students and EFL teacher will get involved. Time for the task will be (3 + 7) 10 minutes.
- <b>Physical Environment</b>	
- <b>Time of Task</b>	
- <b>Participants</b>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions the target language. The task will be exemplified by the teacher. There are two parts (recognition & action) in the assessment task. Firstly, learners will listen to the record in order to understand the main point. Then, they will take the correct picture off and stick it on the relevant grids in view of the recorded text. They have 3 + 7 minutes sequentially for these parts. Learners’ task performance will be scored with task specific rubric.
<b>Characteristics of The Input:</b>	The input of the assessment task will be given aurally in the target language. The genre of the task is the recorded dialogue about the basic needs and feelings. It will be appropriate to the cognitive maturity. Also, the task will be supported with EFL teacher’s explanations. The language of input includes organizational and topical knowledge.
- <b>Format</b> - <b>The Language of the Input</b>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be visual and tactile (in non-language form). The students are to take the stickers off and stick them on the appropriate grids with reference to the recorded dialogue. It is to be expressed with the pictures describing the relevant basic needs and feelings. Topical and organizational knowledge are necessary for this task.
- <b>Format</b> - <b>The Language of the Expected Response</b>	
<b>Relationship between Input and Response</b>	Assessment task requires individual activity (non-reciprocal). Teacher will not give immediate feedback. The expected response is primarily based on input processing in the audio-records and drawing meaning from the context.
<b>Analyzing &amp; Reporting Assessment Process</b>	Comprehension sheets will be examined after the lesson, and learners’ performance will be scored with task specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK - 35

<b>Title of Assessment Task:</b>	AT LUCNH (Role-play Activity)
<b>*Objective of Assessment Task:</b>	<ul style="list-style-type: none"> <li>- Students will be able to ask and answer questions, initiate and respond to simple statements about their basic needs and feelings.</li> <li>- Students will be able to comprehend offers about their basic needs.</li> </ul>
<b>**Construct Definition:</b>	<ul style="list-style-type: none"> <li>- Asking and answering questions, initiating and responding to simple statements about their basic needs and feelings</li> <li>- Comprehending offers about their basic needs</li> </ul>
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they ask for, comprehend and give information about their basic needs and feelings.
<b>Resources:</b>	Role-play Cards Video Recorder Holistic Grading Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a group-work activity task which requires the whole-class participation (all students and EFL teacher). Time for the task will be 5+10 (15) minutes.
<ul style="list-style-type: none"> <li>- <b>Physical Environment</b></li> <li>- <b>Time of Task</b></li> <li>- <b>Participants</b></li> </ul>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. The language of instruction will be at appropriate level and the task will be exemplified by the teacher. There are two parts (rehearsal & action) in the assessment task. Firstly, learners will make practice their roles within the group, and then they will act them out in the classroom. They have 5 + 10 minutes sequentially for these parts. Learners' task performance will be observed, recorded and then graded with holistic grading rubric.
<ul style="list-style-type: none"> <li>- <b>Instructions</b></li> <li>- <b>Structure</b></li> <li>- <b>Time Allotment</b></li> <li>- <b>Scoring Method</b></li> </ul>	
<b>Characteristics of The Input:</b>	The input of the assessment task (role-play cards) will be written in the target language. Also, the task will be supported with visuals and EFL teacher's explanations. It will be appropriate to the cognitive maturity. The length of the task is limited with single simple sentences and phrases. The language of input includes organizational, functional and topical knowledge. As it is similar to drama and requires the students' active participation, the young learners will be interested in the task.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Input</b></li> </ul>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be spoken (in language form). Also, it will be supported with gestures. It includes simple sentences and phrases describing the basic needs and feelings. Topical, organizational and functional knowledge are necessary for the role-play performance.
<ul style="list-style-type: none"> <li>- <b>Format</b></li> <li>- <b>The Language of the Expected Response</b></li> </ul>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal in terms of performing the roles. Teacher will not give immediate feedback during the performance. On the other hand, EFL teacher may contribute to their role-play practice. The expected response is mainly based on input processing in role play cards and drawing meaning from the context.
<b>Analyzing &amp; Reporting Assessment Process</b>	Learners' performance will be graded in view of holistic rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## ASSESSMENT TASK – 36

<b>Title of Assessment Task:</b>	“HOW IS YOUR PUPPET?” (Oral Interview)
<b>*Objective of Assessment Task:</b>	Students will be able to express how they feel and what they want in simple and short sentences and phrases.
<b>**Construct Definition:</b>	Expressing how they feel and what they want in simple and short sentences and phrases
<b>Characteristics of Learners:</b>	Grade 4, beginning EFL learners (A1), aged 9-10
<b>Learning Context:</b>	The assessment task is integrated into teaching activities in which they express feelings and what they want.
<b>Resources:</b>	Puppets Survey Forms Task Specific Rubric
<b>Characteristics of Setting:</b>	The task will be performed in the classroom. Physical environment is familiar. It is a whole-class activity which requires all students’ and EFL teachers’ participation. Time for the task will be 15 minutes.
- <b>Physical Environment</b>	
- <b>Time of Task</b>	
- <b>Participants</b>	
<b>Characteristics of The Assessment Task Procedures:</b>	EFL teacher will give oral instructions in the target language. The teacher will exemplify the task at an appropriate level. There are two sequential parts in the assessment task. Firstly, the students will fill in the survey form which questions their own feelings and wants. In view of this survey content, task-specific rubric will be shaped. Then, the learners will ask many questions to their friends by using their puppets and then write the answers down. Time will be allotted sequentially as 3 + 12 minutes for each task. Learners’ task performance will be observed and then scored with task-specific rubric. As the task requires the active participation and the puppet attracts the children’s attention, it is appropriate to the level of young learners.
- <b>Instructions</b>	
- <b>Structure</b>	
- <b>Time Allotment</b>	
- <b>Scoring Method</b>	
<b>Characteristics of The Input:</b>	The input of the assessment task will be presented in written in the target language. It will be supported with visual aids. The students may be unfamiliar with the survey task. The length of the task is limited with simple sentences related to feelings and wants. The language of input includes organizational, topical and functional knowledge.
- <b>Format</b>	
- <b>The Language of the Input</b>	
<b>Characteristics of The Expected Response:</b>	Format of the expected response will be verbal and written in the target language. Learners are to ask and answer the questions about feelings and wants. The length of the task is limited with simple interrogative sentences and their appropriate answers. It requires organizational, topical and functional knowledge.
- <b>Format</b>	
- <b>The Language of the Expected Response</b>	
<b>Relationship between Input and Response</b>	Assessment task is non-reciprocal. Teacher will not give immediate feedback. The expected response is largely based on the information given in the first survey sheets. Additionally, the students are expected to draw meaning from the visuals in input.
<b>Analyzing &amp; Reporting Assessment Process</b>	Survey forms will be examined after the lesson, and learners’ performance will be scored in view of task-specific rubric. Reporting the rubric results will be handed EFL learners out and discussed in the end-of-the-unit conference.

## Appendix 18. Confirmation of Permission for Research in MoNE



T.C.  
ANKARA VALİLİĞİ  
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.9648935  
Konu: Araştırma İzni

30.09.2015

GAZİ ÜNİVERSİTESİNE  
(Eğitim Bilimleri Enstitüsü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi,  
b) 10/09/2015 tarihli ve 3667 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yüksek Lisans Öğrencisi Fatıma Nur FİŞNE'nin "An Integrated Language Testing Program For The 4 th Grade Young EFL Learners: An Attainment-Based Perspective" başlıklı tezi kapsamında anket uygulama talebi Müdürlüğümüzce uygun görülmüş ve araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Anket formunun (2 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini arz ederim.

Ali GÜNGÖR  
Müdür a.  
Şube Müdürü

Yenili Elektronik İmzalı  
Ask ile Aynıdır.

30.09.2015

Yaşar SUBAŞI

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Ayrıntılı bilgi için  
Tel: (0 312) 221 02 17/135

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 8873-d9c8-3d4b-9d14-3943 kodu ile teyit edilebilir.



*GAZİ GELECEKTİR..*