



UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**EVALUATION OF THE SUBJECT “PRESENT PERFECT TENSE” IN
ENGLISH, COMPARING THE EFFECT OF PLICKERS
APPLICATION AND TRADITIONAL METHODS ON THE
ACHIEVEMENT OF 7TH GRADE STUDENTS OF MIDDLE SCHOOL**

MASTER’S THESIS

MEHMET PHILIP KARAKAYA

SUPERVISOR
ASSIST. PROF. FARANAK ABBASZAD TEHRANI

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BİLDİRİM

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17/11/2020

Mehmet Philip Karakaya



To my mother



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ÖZET

Bu çalışma, teknolojiye dayalı bir yöntem olarak Plickers kullanmanın ve geleneksel bir yöntem olarak ALM’nin Türk EFL öğrencilerinin dilbilgisi (gramer) gelişimi üzerindeki karşılaştırmalı etkilerini inceleme girişimidir. Daha özel bir şekilde, çalışma, teknoloji kullanmanın Ankara’daki (Türkiye) bir ortaokulda A2 seviyesi yedinci sınıf öğrencileri üzerindeki etkisini bulma girişimidir. Bunu yapmak için, ilgili literatürün geniş kapsamlı bir incelemesi yapılmış ve katılımcıların homojen bir test aracılığıyla seçilen A2 seviyesindeki erkek ve kız 57 EFL dil öğrencisi oldukları bir dizgisel karma yöntemli bir çalışma tasarlanmıştır. Katılımcılar, sınıfta öğrenen sanal ve gerçek deney gruplarına ayrılmışlardır. Katılımcılar, ön test, müdahale ve son test işlemlerinden geçirilmiş olup, bu çalışmanın [verileri], üç test ve bir yapılandırılmış görüşme, bir Oxford Quick Placement Test (QPT), bir Present perfect ön testi ve bir Present perfect son testi ve bir görüşme kılavuzu yardımıyla toplanmıştır. Niceliksel verileri analiz etmek için, hem bağımsız hem de eşleştirilmiş örneklemeler[de], t-testleri kullanılmıştır. Benzer şekilde, nitel verileri analiz etmek için, açık, eksenel ve seçici bir kodlama sistemi aracılığıyla içerik analizi kullanılmıştır. Bulgular, dilbilgisi konularının hem Plickers hem de ALM sınıf teknikleri aracılığıyla öğretmenin, Türkçe konuşan (content) EFL öğrencileri arasında gramer bilgisinin artırılmasına katkı yapıcı (conductive) olduğunu ortaya çıkarmıştır. Bu arada, Plickers’a dayalı öğretimin bu bağlamda verimli olması, Türk EFL öğrencilerinin Present Perfect başarısını daha fazla artırabilir. Bulgular EFL/ESL sınıflarında ELT durumunu iyileştirmenin zeminini hazırlayacak EFL-ESL kontekstlerindeki ELT alanındaki İngilizce öğretmenleri, EFL öğrencileri ve materyal geliştiricileri tarafından kullanılabilir.

Anahtar Kelimeler: ALM, Plickers, Present Perfect Tense, Teknoloji, Geleneksel Yöntem, Türk EFL Öğrencileri.

KARAKAYA, Mehmet Philip. Evaluation Of The Subject “Present Perfect Tense” In English, Comparing The Effect Of Plickers Application And Traditional Methods On The Achievement Of 7th Grade Students Of Middle School, Master’s Thesis, Ankara, 2020.

ABSTRACT

The present study was an attempt to investigate the comparative effects of employing Plickers as a technology based method and ALM as a traditional method on Turkish EFL learners’ grammar development. More specifically, the study was an attempt to find the effect of using technology on the A2 level 7th grade students of middle school in Ankara, Turkey. To do so, a thorough review of the related literature was done and a sequential mixed methods study was designed in which the participants were 57 EFL male and female language learners at the A2 level who were chosen through a homogeneity test. The participants were divided into the experimental groups of virtual and real classroom learning. The participants went through the procedure of pretest, intervention, and posttest and the data for the present study were collected by means of three tests and a semi-structured interview: an Oxford Quick Placement Test (QPT), a present perfect tense pretest and a present perfect tense posttest, and an interview guide. Both measures of independent and paired-samples t-test were used to analyze the quantities data. Likewise, a content analysis through open, axial, and selective coding system was used to analyze the qualitative data. The findings revealed that instruction of grammatical points through both Plickers and ALM classroom techniques is conducive to the promotion of grammatical knowledge among the EFL learners in the Turkish context. Meanwhile, Plickers based instruction of grammar is more fruitful in this regard can better increase the present perfect achievement of the Turkish EFL learners. The findings could be employed by English teachers, EFL learners, and materials developers in the field of ELT in the EFL/ESL contexts to pave the way for the improvement of ELT status in the EFL/ ESL classes.

Keywords: ALM, Plickers, Present Perfect Tense, Technology, Traditional Method, Turkish EFL Learners

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LIST OF ABBREVIATIONS

- ALM : Audio-Lingual Method
- ALMG : Audio-Lingual Method Group
- CALL: Computer Assisted Language Learning
- CARE : Concordancer of Academic Written English
- CF: Corrective Feedback
- CMC : Computer Mediated Communication
- DA :Dynamic Assessment
- EFL : English as a Foreign Language
- ELT : English Language Teaching
- ESL: English As A Second Language
- FA : Formative Assessment
- ICT:Information and Communication Technology
- MALL: Mobile-assisted language learning
- PLE : Personal Learning Environment
- POWER : Peer Online Writing and Editing Room
- QPT : Quick Placement Test
- QR: Quick Response
- SL : Second Language
- SRS : Student Response System
- TEFL: Teaching English as a Foreign Language
- TESOL: Teaching English to Speakers of Other Languages
- VLE :Virtual Learning Environment
- VOIP: Voice over Internet Protocol
- ZPD :Zone of Proximal Development

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CHAPTER 1

1.1. INTRODUCTION

The significance of English as a means of general communication across the nations is completely evident. But with improving scientific, economic, and technical activities in the world its importance is also growing more and more as an international language (Popova & Beavitt, 2017). English is a global language; it means that it is used officially as medium and tool for communication in such domains as the media, government, the law courts and educational system (Crystal, 2003). This situation requires people at any age to be able to speak using English appropriately if they want to compete each other. It starts from the early age until they are grownups. Adult language learners cannot escape from this situation because they have to struggle physically and mentally with their limitation, which is different from young learners.

This situation also needs educators, especially those who are in charge of teaching English to adult learners, to find the best way to improve students' English language skills. On the other hand, all of these skills have to rely on language components such as grammar and vocabulary. Grammatical accuracy, as the most frequently referred to second language component, is considered truly challenging (Inayati & Damayanti, 2016). With a good command of L2 grammar, learners would be able to transfer their ideas more accurately and orderly through writing and speaking skills. To have well-developed speaking fluency or an accepted level of L2 writing ability, L2 learners should be able to have a good knowledge of grammatical competence (Burston, Athanasiou & Yiokarineophytou, 2020). Likewise, Al-Sibai (2004) believes that "we live in the world where the ability to speak and write accurately and fluently has become a must, mainly for those who want to promote in certain fields of human endeavor" (p. 12).

Nowadays the world is expanding so rapidly in all areas namely technology, science. Communication and advancement. In order to survive in this world, human beings have to adapt themselves with current trend and situation. This improvements

in all areas have exerted impact on diverse range of human lives as well. As an example either we like it or technology has been part of education, and both educators and pupils have to acquire needed skills in education so as to survive in education context, otherwise, they will miss educational train which is moving so fast (Ahmadi & Reza, 2018).

It is axiomatic that technology has become integral part of our lives, paying it has exerted influence the way we live and the way we communicate in globalized world. For example mobile technology has changed the way we order our food, how we pay our bill and how we do on line shopping. In educational context, technology has got paramount importance in which the teacher has to utilize more learner-centered, communication centered education rather than teacher-oriented or tradition way of presenting subject matter. In this respect, Ross (2017) argues that the teachers have to acquire needed skills to survive in technology and communication era. Nobre and Moura (2017) asserted that more than two third of the world have access to smartphone and they use them in their daily lives. Digital natives participating in educational context and have good command of technology can challenge their teachers as well.

Any education program in which the instructors are not just transmitter of knowledge but as facilitator of learning for learners, it makes teachers to be competent enough in surviving their educational context, otherwise, this lack of competency would be a professional suicide (Altun, 2015; Chun, Kern & Smith, 2016; Wadell, 2015; Withrop, Eileen, Timothy & Priya, 2016). In case the EFL teachers are equipped with modern technologies, not only can they accelerate learners' acquiring knowledge, they can increase their own teaching self-efficacy (Aydınlı, & Ortaçtepe, 2018). Since the teachers and learners are the main actors of this play, both of them have to keep up with the latest advancement in education in general and technology in particular in order to survive in virtual world and to feel self-officious in teaching and learning. Technology dominant education has been a must in technology-oriented areas and teachers have to develop themselves to survive in this enterprise.

The 21st century has witnessed the most significant advancement in the use of technology in solving the previously complicated tasks. Integration into the classroom set up further brings forth improvement in the areas of learning participation and

assessment (Jhurree, 2015). The 21st-century students are different from their previous counterparts as they display an increased passion for technology and digital tools. Since its advent in the education scene, it has created a broad niche in the field of research to investigate its role in the instructional and educational process and the effect it brings in creating a widely interactive physical and virtual classroom. Majority of the studies have generated promising results that evidenced the improvement in teaching, assessment, and student learning with the introduction of technology (Damick, 2015; Irving, 2015). Effectively, it is the common opinion that information and communication technologies are instrumental in creating an interaction between teachers and students in diverse ways while using modern teaching principles and language acquisition methods.

Moreover, assessment refers to any method, strategy, or tool a teacher may use to collect evidence about student progress toward achievement of established goals (Kunnan, 2013). In educational systems, assessment is considered highly significant as it may influence the learning and teaching process. In fact, when assessment is one of the main factors in the language classroom, it paves the way for the feedbacks and revisions which in their own turn can improve learning (Alias, Masek & Salleh, 2015). Furthermore, “Through meaningful engagement of students in the learning process, assessment can affect motivation. Assessment would also enhance instruction by helping the teacher recognize students’ weaknesses and strengths” (Orsmond, Merry & Reiling, 1996, p. 240).

In fact, assessment which falls within the qualitative measurement models the EFL teachers use is an ever-changing device and experiences challenges and moves toward elevation (Kunnan, 2013). Changes in assessment are necessary for encouraging students to be more self-dependent in their own development. To achieve that goal, student empowerment is needed (Orsmond, et al., 1996). Nowadays educators are recommended to use multiple assessments to evaluate what students have learned.

One of the useful technologies employed in the educational domain is Plinkers which has been used as a formative assessment tool in different pedagogical domains such as health and physical education (Chng & Rachel, 2018), assessing L2 reading

comprehension (Michael, Irina, Marryta & Melor, 2019), assessing L2 writing (Bianca, 2019), and teaching and assessing L2 proficiency (Kent, 2019).

The present study is an attempt to investigate the comparative effects of Plickers application and a traditional method namely Audio Lingual Method (ALM) as teaching and assessment tools in assessing the achievement of 7th grade middle school students' present perfect tense in the Turkish English as a Foreign Language (EFL) context.

1.2. STATEMENT OF THE PROBLEM

The emphasis of English education in Turkey is quite significant, as evidenced in the introduction of the language into the public-school curriculum. The blueprint of traditional education methods on teaching the language in Turkey is significantly explored and thus presents a case for proper formative techniques evaluation so that the learners can easily catch up with the accelerated growth in the English language.

One of the overtly observed problems of EFL learners in the Turkish context is presenting a good, accurate, and effective L2 writing and speaking. Being weak in the grammatical orders and not being familiar with new learning technologies may affect the L2 development of Turkish EFL learners and seems to frustrate EFL learners. That is why students often complain about the difficulties involved in speaking for the aim of being more fluent, accurate or effective in their communications (Taguchi, Magid & Papi, 2009).

There is a need to scale up the teaching methods, and ICT presents a perfect solution to the case. A study by Yunus, Salehi, Nordin, and Embi (2014) proves that the use of web-based ICT platforms in teaching English has a significant impact in improving the teacher's methods of assessment and increasing the student's motivation. The traditional teaching methods for some time now have been a burden to the learning process. For a long time, they have been the source of ridicule from various fronts because even with the fast advancement in other areas, they have remained stagnant for quite a long time (Brunson, 2019).

Assessment of students in grammar classes, especially in the traditional methods, would require the use of exams questions or oral questions. The most

common approaches used are the open and close-ended questionnaires measuring cognitive and affective understanding of the examinees (Kessels, 2019). Even with the popularity of these assessment methods, they are expensive, time-consuming, and also very inconclusive in determining immediate feedback on the level of understanding (Fry, Ketteridge & Marshall, 2008).

One of the most significant methods proposed to fill the gap mentioned above is employing internet free applications such as face book, you-tube, podcasts, twitter, and other social networking systems available through the net. In this regard, employing some of these applications in education have already proved effective; Borau, Ullrich, Feng, and Shen (2009) in attempt to employ Web Based Learning used twitter to train communicative and cultural competence among SL learners. Clark, Taylor, and Westcott (2012) used short podcasts to reinforce lectures and Huber (2012) presented that iPads could be used in various educational settings including Second Language (SL) training. Dashtestani (2014) focused on English teachers' perspectives on implementing online instruction in the Iranian EFL context and found that the teachers like to use technologies in the language classroom but in a lot of cases they are not able to sue those technologies or the required devices are not available.

Another challenge significantly faced in these classes includes unruly student behaviors. Student misbehavior statistically has escalated, and teachers report them as one of the major hindrances to a proper learning process (Yunus, Nordin, Salehi, Choo & Embi, 2013). In the current market, ICT tools aid teachers in their teaching and assessment tasks. They apply formative assessment tools, thus keeping the students attentive during the instructional process and also help the teacher during the assessment. Some of these training and formative assessment tools include Plickers, Kahoot, Clickers, RecaP, among others (Demirkan, Gürışık & Akin, 2017). The applications get referred to as classroom response systems; they collect real-time response data from the teacher and students. Effectively, these applications reduce the assessment time, reduce misbehavior, and motivate both the teacher and student.

Plickers, which is used in the present study, uses paper coded cards and does not require the use of electronic devices. It only requires training, and the other exercises get done at no cost (Krause, O'Neil & Dauenhauer, 2017). As employing

Plickers in teaching and assessing English as a foreign language has never been reported in the Turkish context (to the present author's knowledge) and the fact that employing new technologies have proved helpful in ESL development (Bianca, 2019; Ene & Connor, 2014; Kent, 2019; Michael et al., 2019), using Plickers as a free formative teaching and assessment application in the net could be researched to check its effectiveness in checking the grammatical achievement of Turkish EFL learners.

1.3. PURPOSE OF THE STUDY

A lot of technological devices are present in our everyday lives and nowadays they are infusing our work as teachers and learners. "Technology can be used to teach any language skill, design materials, deliver course content, assess learning, create international partnerships, or conduct research"(Ene & Connor, 2014, p.2). The options available to the teachers and learners range from low-tech ones including textbooks with CD-ROMs, to personal computers with or without Internet access, to high-tech smart phones and tablet computers equipped with apps that can facilitate just-in-time learning.

Since 1980s a large number of studies have turned to examine and analyze the impact of technologies and implementation of various variables on the SL development among the learners. The literature hence has amassed evidence of several benefits of teaching with technology. Computer Mediated Communication (CMC) fosters increased interaction, learner autonomy and equality, and sociolinguistic competence (Belz, 2003). CMC also boosts learners' positive second language persona (Lai & Li, 2011). Asynchronous CMC- including emails, discussion boards or forums-supports planning and focus on accuracy (Thorne & Payne, 2005). Web supported applications offer opportunities to connect globally, interact with native speakers, mine information, and share personal and professional interests. Mobile-assisted Language Learning (MALL) applications can distribute focused grammar or vocabulary and help improve accuracy (see Burston, 2013). Institutions can internationalize through online courses for foreign partner institutions (Ene, 2013).

Foreign language learners' grammatical accuracy in their speaking and writing abilities in general could be enhanced in various ways and one of these methods is

employing technologies. As McBride (2009, p. 35) mentions “social-networking sites in foreign language classes provide opportunities for learners to improve various aspects of their SL development while going through recreation”.

One of the methods claiming accuracy in its principles has been Audio Lingual Method (ALM) which benefits from behaviorism. This currently signified traditional method appeared very successful in 1950s as it was the first method combining a psychological approach with a linguistic perspective (Howatt & Widdowson, 2004). Its theory of language was derived from a view proposed by American linguists in the 1950s - a view that came to be known as structural linguistics. Grammar was considered a branch of logics, and the grammatical categories of Indo-Euro languages were taught to represent ideal categories in languages (Richrds & Rodgers, 2001). Also, this method relied on the views of behaviorist psychologists who believed that human being was an organism capable of a wide repertoire of behaviors (Larsen-Freeman, 2002). The occurrence of these behaviors was assumed to be dependent on three crucial elements in learning: a stimulus, which served to elicit behavior; a response triggered by a stimulus; and reinforcement, which served to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression), of the response in the future (Nunan, 2015; Richards, 2008).

Though Plickers has been introduced as behavioristically supported system of L2 help and formative assessment tool (Bianca, 2019; Kent, 2019; Michael et al., 2019), its assessment oriented nature places it in the socio-cultural camp (Ene & Connor, 2014; Krause, O'Neil & Dauenhauer, 2017).

The present study aims at comparing the likely impacts of Plickers application and ALM as a traditional method on assessing the achievement of 7th grade middle school Turkish EFL students' present perfect tense. Additionally, the study seeks for the perceptions of the learners experiencing this tool and those who have not experienced this tool in the process of formative assessment features proposed by Poehner and Lantolf (2005) and elevated by other scholars worldwide (Colby-Kelly & Turner, 2007; Jian & Luo, 2014; Ranalli, Link & Chukharev-Hudilainen, 2017; Daşkin, 2017; Knoch & Macqueen, 2017).

1.4. RESEARCH QUESTIONS

Based on the problem stated and the purpose of the study the following research questions were formulated:

1. Does Plickers application have any significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense?
2. Does traditional method have any significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense?
3. Is there any significant difference between the effects of Plickers application and the traditional method on the achievement of 7th grade students of middle school regarding the present perfect tense?
4. What are the perspectives of EFL learners on employing the Plickers application in the EFL classroom?

1.5. RESEARCH HYPOTHESES

H01: Plickers application has no significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense.

H02: Traditional method has no significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense.

H03: There is no significant difference between the effects of Plickers application and the traditional method on the achievement of 7th grade students of middle school regarding the present perfect tense.

EFL learners taking part in the study agree with employing the Plickers application in the EFL classroom.

1.6. SIGNIFICANCE OF THE STUDY

The significance of the present research lies in its theoretical contribution to the technology supported teaching research and the pedagogical implications for second language teaching and learning. In fact, the present study gains significance from different perspectives: While both teachers and learners believe in L2 accuracy in language production and more specifically focus on grammar as an essential

component of language to be mastered, there seems to exist an impasse, passing through which is somehow not feasible.

The present study by utilizing both quantitative and qualitative methods examines the effects of a traditional method and a modern technologically supported method on the development of grammar among the EFL learners in the Turkish context and in this way contributes to the growing body of research investigating the effects of the aforementioned methods of teaching and learning on the development of L2 grammar among the aforementioned learners.

Although there are multiple research reports on the effect of technology oriented teaching of English in the L2 classroom both in the EFL an ESL contexts (e.g. Patel, 2013; Raihan & Lock, 2010; Saleem, 2009; Shyamlee & Phil, 2012), hardly (if not at all) are there any studies to investigate the effects of Plickers versus a traditional method of teaching And learning on EFL learners' grammatical accuracy and grammatical development; actually, the research agenda on comparing Plickers, as a modern software supported method, and traditional instructions such as ALM inn the L2 classroom contexts in the Turkish EFL context has recorded poor (to the best knowledge of the present researcher).

Technology advances rapidly in all areas and it also advances in education. Since technology has become an active player of education, it is highly recommended to indulge learners actively in education and technology by which they are able to grow and learn (Wadell, 2015). For increasing effectiveness in courses and raising individuals that are compatible with the age, it is quite important technology to integrate into education. In the recent times, assessment instruments directed to forming in classroom environment have been introduced for the use of teachers. One of these instruments is Plickers that is a creative way of evaluating via digital device and projection.

The use of Plickers is important in terms of developing pedagogical and technological information of teachers, making students more active in the training courses, making the courses more attractive, and being able to save time in teaching, assessment, and evaluation (Bianca, 2019). In addition, Plickers is important in terms of effectively using it in identifying which students comprehend the subject or which

of them need individual support (Chng & Rachel, 2018). Therefore, this study is important in terms of using the teaching and assessment instruments for functional purposes, in line with the educational development, because it will have contributions the promotion of EFL and ESL teaching and learning through introducing the use of Plickers in the English language education.

Taking into account such paucity, the need for an investigation of the effects of traditional and technology supported methods on grammatical knowledge of the EFL learners is valuable in itself. The findings of this study are deemed to provide a deep understanding about the nature of L2 grammar in the process of L2 development and its relationship with traditional and technological learning. Likewise, the application of Plickers itself can be an innovation in this regard, at least among other Turkish based studies. Considering the aforementioned points, it seems of utmost importance to conduct such a research study which particularly focuses on the effects of traditional vs. modern, technology oriented learning of L2 grammar.

1.7. ASSUMPTIONS OF THE STUDY

Compared with traditional exams, when the Plickers application is used in the L2 classroom, it is assumed that the students better understand grammar and become more active in the classroom. In addition, it is assumed that the learning atmosphere becomes attractive, and that it has to be quicker in assessment and evaluation. It is also assumed that Plickers is effective in identifying which students comprehend the subject and which of them need individual support. Likewise, it is assumed that the students participating in the study answered the tests sincerely and honestly used in the study and answered the interview questions carefully. In another assumption, the instruments applied and selected in the present study were suitable for this study.

1.8. LIMITATIONS AND DELIMITATIONS OF THE STUDY

In the present study the researcher was faced with the following limitations:

1. The number of students of the two groups taking part in the study was 57 secondary school seventh-grade students studying at a private middle school in Çankaya District (Ankara) under the supervision of Ministry of National Education in Turkey. In fact, the researcher was not able to conduct the study

with more EFL learners because of the time, budget, and logistics limitations. Hence, any generalizations in terms of the study findings to the other nations or even other cities should be done cautiously.

2. Though both male and female learners took part in the study, because of the limited number of the participants, the gender issue was not taken into consideration in the statistics and calculations. Hence, any generalization concerning the concept of gender, hence should be done cautiously.
3. The participants selected based on the PET were non-randomly assigned to two experimental groups. It's worth mentioning that due to the nature of the convenient non-random sampling of the samples the discarded students were also in the classes, but their scores on the pre and post tests were not included in the study.

Delimitations are the boundaries of the study which are set by the researcher to make it more attainable and implacable and in the present study the delimitations set were listed as follows:

1. To make the study more feasible, the researcher delimited the study to just on one of the many training and formative assessment tools, named Plickers. As the nature of the software or application used in the ELT classroom might affect the learners' motivation and cooperation in the classroom participation and doing the assigned activities (Demirkan et al., 2017), in case employed in such a study, other applications might result in different results.
2. The study was delimited to the middle schools age group (7th grade students). As age is considered as a significant factor in the SLA research (Singleton & Ryan, 2004), generalization of the findings to other age groups needs care and caution.
3. Another delimitation of the present study was the proficiency level of the students as only the A2 level learners took part in the study. The researcher narrowed down the focus of the study on the A2 level of proficiency since it is suggested that A2 level (elementary level) students are at the basic levels and cannot follow the directions the same as A2 students (Mackey & Gass,

2015). On the other hand, the advanced level learners have developed well in English and cannot meet the concerns of the researcher. This is in line with Creswell and Clark (2017) who specify that research authenticity can be signified in accurate sample selection.

4. Among the traditional methods used to teach grammar, the present study focused on Audio Lingua Method (ALM). The reason is that this method has always claimed accuracy and grammaticality as one of its supreme principles (Richards & Rodgers, 2001).

1.9. DEFINITIONS OF KEY CONCEPTS

The following terms and concepts were among the most frequently referred to in the present study.

Plickers: Plickers is an online formative assessment tool. Deverson (2016) describes Plickers as a set of exclusive, printable, and quite simple QR codes. Plickers, which is used in the present study, uses paper coded cards and does not require the use of electronic devices. It only requires training, and the other exercises get done at no cost (Krause et al., 2017). In the present study, Plickers was used to teach and assess grammar in the A2 level learners studying at the 7th grade of middle school in Turkey.

Present Perfect Tense: out of the vast grammatical points any L2 learners in the English language need take mastery over, present perfect tense, was selected to be taught and assessed in the current study. This selection was done based on Piennemann's (1998) processability theory. In the present study, two researcher made and validated parallel tests of present perfect tense were used as the pretest and the posttest. The former was used to find out how much the students taking part in the study already knew or could do before learning, while the latter measured the learners' knowledge and use of a language posterior to the treatment process (Oxford, 2010).

Traditional Method: In the present study, the term traditional refers to the conventional methods used in the ELT domain with less or no use of current technologies or applications. Though these methods were ones innovations in their own time, compared to the world of technology, they can be considered traditional. One of these so-called traditional methods is the ALM which has been employed in

the present study in one of the experimental groups. Following the themes of behavioristic psychology supporting the ALM, the researcher came to know that the shared principles of this method with Plickers, which has been labeled as behavioristic (Bianca, 2019), can be a good ground for comparison to see if the technology oriented teaching perspective could function better than the traditional behavioristic view in the ELT or not.



CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The methodology in language learning has evolved tremendously over the years. Several transitions have been made, especially from traditional teaching processes to new processes and methods. Communicative language learning, for instance, was introduced with the hope of replacing the conventional methods of rote learning grammar rules (Diana, 2014). However, only certain countries from across the globe have been able to fully adopt new technological methods of teaching into their education systems. Research by Dogancay-Aktuna (2010) indicates that despite the introduction of technologically diverse methods of language teaching, most schools are still dominated by the use of traditional methods. A number of teachers are not comfortable with the new teaching methods, and little concern is paid to the needs of learners. With the traditional methods of teaching, it is almost impossible to differentiate learning. The countries that have embraced technology in their teaching systems like in the cases of the United States and the United Kingdom are reportedly embracing great level of classroom differentiation making learning universal and quite easy for the learners. Plickers is a technologically, an advanced formative assessment tool used in learning. Despite being a powerful learning assessment tool, it is quite simple and easily applicable to classroom teaching. The technology requires training to use, and their level of versatility is immensely high (Deverson, 2016). This section of the paper comprehensively analyses the impact of technology in learning. It reviews the effectiveness of using Plickers in teaching and assessing the English language over the traditional methods of teaching and assessment

2.2. THEORETICAL FRAMEWORK

2.2.1. Behaviorism in Education

The theory was derived by BF Skinner in 1968. The theory stipulates that learning is accessed as a transformation in the behavior of the learner (Xiaofei, 2018). The behavior is evaluated by presenting the learner with information, questions, and feedback to stimulate the urge to respond within the learner. The evaluation process

also involves reinforcing positive techniques that motivate the learner to analyze and give correct responses to the provided question and information. The emphasis is instead put on the modification of the behavior of the learner to achieve a positive response to learning. Behaviors are instead perceived as the learned habits that the learners have acquired through a process, and the acquired habits broadly impact learning. The theory provides that educators who have adopted the behaviorism mindset tend to view the classroom as a teacher-centered learning environment (Xiaofei, 2018). They focus on frequent repetition of information to foster learner understanding of the material being taught to them.

The behaviorism theory of learning mainly addresses language learning as habit information and that skills in language are easily learned when they are orally presented to the learners and learners frequently assessed. The assessment process enables the educator to identify which sections of the language need to be readdressed, calling for frequent repetition (Xiaofei, 2018). Perceptively, the theory argues that the quantity and quality of language that learners acquire access are largely dependent on the level of reinforcement. The behavior is derived from what the learner is presented with as they are often subject to imitation. The learning process is facilitated by habit formation. In the prospect of modern learning, the behaviorism theory still finds its application in English learning in the context of frequent repetition to assist the learner fully gain a comprehensive understanding of the course. This theory supports the use of Plickers in teaching and learning English, especially present perfect tense in English, which most learners find quite daunting to grasp. The use of Plickers allows the teacher to assess the concepts the learners have understood easily and those that the learners are struggling to grasp (Deverson, 2016). The educator is thus able to identify which sections of the course to lay emphasize on and also know when to move on to the next course. This assessment is the primary basis of behaviorism theory as it emphasizes on the need for the teacher to assess the learner to identify which contents need frequent repetition.

2.3. TECHNOLOGY AND LANGUAGE TEACHING

Contemporarily, technology finds its application in every aspect of life. The education system has been among the institutional elements that have registered tremendous growth due to the appreciation of technology (Raihan & Lock, 2010). In

recent years, the International Society for Technology in Education department of the U.S has been urging countries to integrate technology in their school curriculum. The institution advises that technology should become a vital part of classroom functioning (Arifa, 2015). The majority of the developed countries have embraced technology and are using various aspects of technology to teach and assess students. Before the introduction of Plickers, the globe largely embraced clickers. Clickers is equally a powerful tool that teachers have been using carryout a formative assessment. The internet particularly is being explored by researchers to ensure that it is a viable platform that can promote learning in primary education.

The integration of technology in education is a scenario that started way back for learners with special needs (Kumi-Yebaoh & Blankson, 2016). It has, however, advanced over the years such that every learner can get access to technology-oriented modes of learning. In the past, brail machines were primarily used to facilitate learning for visually impaired learners. The technological revolution has partly resulted in the growth of the English language across the globe (Gentile & Pisanu, 2013). Most countries either use English as a first or second language. Turkey, for instance, has recently introduced the English language as a compulsory subject that has to be taught in every level of education (Kirkgoz, 2016). The language has since undergone notable revolution pointing to the fact that the country might embrace it as an official language in the coming era. Several tech-focused tools have since, been availed to schools for use in teaching the language. Among the commonly used tools for teaching and assessment are computers, clickers, the internet, videos, kahoot digital quizzes, power point, and electronic dictionary (Shyamlee & Phil, 2012). Multimedia, for instance, is platform frequently used by teachers to develop contexts for teaching English.

Patel (2013) reports that there exists a myriad of student databases that are primarily used to track the individual progress of students in classes. These databases provide the teachers with information that call for the development of learning objectives geared at improving students understanding (Michael, Irina, Marryta & Melor, 2019). YouTube is one of the products of technology that has facilitated learning among lower grade learners. Some educational programs exist on YouTube that are thought to be ethically beneficial for learners (Wadell, 2015). Kumi-Yebaoh

and Blankson (2016) report that other social media platforms like Instagram and Facebook have also provided considerable conducive learning channels for young learners. However, the magnitude of learning using social media platform is registered in higher education learning. Much of the technology has been geared towards secondary and tertiary education (Arifa, 2015). This is particularly because the use of social media as a communication platform in education is mostly registered in faculties of higher education. Digitized learning is, however, manifested in every level of learning. While technology has dominated the globe, not every school or learner has access to the benefits of technology-integrated learning. Most countries still use the traditional methods of teaching due to a diversity of reasons ranging from skepticism to embrace technology to the unaffordable nature of this kind of education.

2.4. ATTEMPTS TO HARNESS TECHNOLOGY IN CLASSROOMS

One of the primary goals of sustainable development is to realize the quality and inclusive education. The learning is expected to be long-term with robust benefits for learners and the globe at large (Withrop, Eileen, Timothy & Priya, 2016). This goal has set out a central ambition for education systems worldwide to stretch the branches of education to attain universal learning and enhance primary learning. Meeting this grand goal seems quite a task calling upon countries to rely largely on technology to boost their educational sectors. The goal is grand in the sense that it seeks to reach out to every learner from across the globe. Report by Withrop et al. (2016) shows that several high-tech and innovation-focused programs such as hands-on, and minds-on learning have been introduced in most slums to promote student-centered learning (Withrop et al., 2016). While some countries have fully integrated these programs in their education systems, others are relentlessly seeking to implement the programs before the inception of vision 2030. Other countries have also come up with models that connect the education workforce, especially teachers, to new technology through training to prepare them for future education supposedly dominated entirely by technology and innovation. Freeman and Tashner (2015) note that the globe is headed to a future characterized by quite minimum forms of employment. This reality has been one of the major driving forces behind the recent calls to integrate technology in education. The integration is aimed at cultivating learners into agile and adaptable learners with robust skills applicable in the changing

environment. There are also global efforts underway seeking to activate communities to be accountable and take part in delivering education.

2.5. THE IMPORTANCE OF TECHNOLOGY IN SECOND LANGUAGE TEACHING AND LEARNING

Using technology in the realm of second language teaching and learning gains its popularity during last 20 years. According to Thomas, Reinders, and Warschauer (2012), technology is one of the most dynamic areas in second language learning with a wide range of tools. He also added the number of teachers and students utilizing internet and computer for second language teaching and learning is growing due to the advances in technology.

Hoopingarner (2009) asserted that the use of technology in second language teaching can be one of the influencing factors in training students as long as ESL instructors use it efficiently; an effective application of the technology takes into account language pedagogy practices to use any type of technology to support and promote language teaching and learning. In fact, computers allow learners to experience a second language and culture like they could not experience firsthand before; computers make it possible for students to access a variety of materials in the target language including blogs, podcasts, videos, and they give learners more chances to interact with native speakers overseas (Dickinson, Brew & Meurers, 2012).

As Dawson (2018) stated, using technology can improve students' learning and increase students' motivation by offering lots of opportunities for individuality of technology access and interaction with others in order to learn how to communicate and exchange ideas using L2 grammar and target words. Teachers must teach students effective learning strategies when they implement a hybrid teaching/learning, face to face interaction, and technology use (Salinas, Cabrera & Ríos, 2012).

According to Conger (2018), technology has developed learning setting by making language and culture teaching and learning student centered; by customizing content, as students is learning not only a language, but also technological literacy. Gil, Marsden, and Whong (2019) also claimed that use of technology has remarkable positive effects on learning a second language.

2.5.1. Web-Based Applications

Nowadays, classrooms are technology dominated rather than being conventional classic ones. Technology has undergone a lot of changes with the emergence of new formats and the arrival of the new era of internet, mobile devices (such as tablets, I-pads, smart-phones, etc.), and use of multimedia. These new formats have changed the way of delivering L2 teaching and the way of collaborating and interacting. Moreover, in today world, the computer applications which facilitate second language learning and teaching are more advanced and divers than two decades ago (Levy, 2009).

According to Gil et al. (2019), over the past decade using technology has obtained popularity in L2 learning by changing the way of delivering L2 teaching, which provides students with more opportunities to have live interaction through live chat or discussion forums.

Teaching a second/foreign language has drastically changed due to new technology and its availability in both inside and outside of the language class with the prevalent use of Mobile devices by L2 learners (Abdollahpour & Maleki, 2012).

Web-based (Computer Assisted Language Learning) CALL applications are innovative and rapidly diversifying. According to Thomas et al. (2012), “It can now be argued that computer-assisted language learning has come of age, and that we are now entering a fully integrated and naturalized phase of CALL” (p.21). CALL found its way into the mainstream of L2 teaching and the future of CALL is directly related to language teaching (Hubbard & Levy, 2016).

CALL include asynchronous CMC (such as email); synchronous CMC: chat, text/instant messaging; audio and video conferencing; computer games and virtual learning environments (VLEs) (Second Life or Moodle); collaborative publication tools (wikis, blogs, vlogs); social networking sites (Facebook, Twitter, LinkedIn); distance learning through total or partial (hybrid or blended) online instruction; and MALL (mobile-assisted language learning). Video-sharing sites (YouTube) can supplement lessons in multiple ways. In Personal Learning Environments (PLEs)-my Yahoo! Or Google – teachers and learners can customize their profiles and connect based on similar interests (Ene & Connor, 2014).

Multimodal combinations are often encountered in online/e-courses, most of which tend to be offered via an online platform called a Course Management System (CMS) (Lee, 2019). Well known CMSs include Blackboard, D2L (Desire to Learn), and Web CT, though others exist on the market. While slightly different in appearance, all CMSs provide a core of functions that give users access to posted course materials, announcements, email, forum discussions, chat, and blogs or wikis (Godwin-Jones, 2012). A Moodle is a CMS and Virtual Learning Environment (VLE) which is free and opensource software (FOSS/FLOSS) whose users can access the software code and manipulate the design. Hsieh and Liou (2008) supply an example of a successful combined use of web-based applications in which they supplemented their Moodle-based EAP writing course with a Peer Online Writing and Editing Room (POWER) and a Concordancer of Academic Written English (CARE), both co-created by the authors.

2.5.2. Use of Technology for Teaching/ Learning English

Generally speaking, second language teaching and learning has undergone slot of changes by the integration of technology in the classroom. According to Levy (2009), among the language skills, speaking is the one that has been having the most CALL technology usage with several voice applications, which include not only audio but also video, recorded or live. Users have the opportunity to interact with other participants and the pedagogy that goes together with the process makes it a good tool in L2 learning. (p.775)

There are two types of speaking practice, namely pairs or groups of learners speaking to each other as they sit in front of a computer engaged in a task, or individual students utilizing the computer to record their voice in CALL setting (Hubbard & Levy, 2016). Although web based applications lack the types of experiences found in normal face-to-face interactions, more authentic and real-life communication and speaking practice is now possible using online audio discussion boards (e.g. Wimba) and podcasting. Skype and other VOIP (Voice over Internet Protocol) applications allow audio and video chatting. Whitney (2002) claimed that even working with text-based chat interactions can promote speaking proficiency.

Kirkgoz (2011) utilized a Task-Based Speaking Course to promote the speaking skill of L2 learners by employing technology to record their voices. In this way, students make the best use of technology and listen and correct their pronunciation mistakes and improve pronunciation where it was needed.

AbuSeileek (2007) found that CALL application together with peer interaction can improve the L2 learners speaking skills. According to Littlewood (2004), when L2 learners try to produce language and accomplish the task assigned by teachers, they can improve their oral skill to a great extent.

According to Hubbard and Levy (2016), there are three kinds of application in the area of pronunciation. The digital version of tape recorder in which students utilize the computer to listen to native speaker' model, and then listen and record their own voices with the purposes of comparison with the model, is the simplest one. Speech visualization which can be amalgamated with recording is the second one.

According to Wu (2019), in speech visualization learners attempt to match a model, but instead of just hearing it, they view a graphic representation of it: the complex wave form, the spectrogram showing bands of stronger and weaker resonance at different frequencies, or an extracted wavy line representing the pitch contour. Although the value of matching wave forms and spectrograms is questionable due to their complexity, practice with pitch contours can be effective in raising awareness and performance in intonation and tone in tonal languages.

The last but not the least application is Automatic Speech Recognition (ASR) in which a learner's speech is roughly judged in terms of its closeness to a norm for native speaker. Here, feedback to the students can be given in a meter or numerical score. Some recent applications such as Carnegie Speech (www.carnegiespeech.com) have this capability to determine particular phonemes within a word or phrase and offer targeted exercises for improvement (Hubbard & Levy, 2016).

Hoopingarner (2009) also declared that learners' pronunciation can be enhanced due to the interaction with new computer programs with voice recognition. I-movies software which provides learners with the chance of video recording their performances and themselves role-playing, can be of great benefit to students who try to practice pronunciation (McNulty & Lazarevic, 2012).

Kim (2012) found that CALL can assist learners to improve their L2 pronunciation. He used Technology Enhanced Accent Modification software to improve students' pronunciation. This technology, which gives visual feedback on the performance of learners, can promote participants' pronunciation.

Lord (2008) used podcasting technology to improve students' oral skills. He reported that L2 learners have potential to advance their L2 oral skills because podcasting technology makes L2 learners completely aware of phonetic aspects of the second language. Bahrani and Sim (2012) exposed L2 learners to audiovisual technology and found that audiovisual technology can enhance L2 learners' speaking ability in casual setting.

2.6. AUDIO-LINGUAL METHOD

Combining behavioristic psychology principles and American structural linguistics accompanied with Contrastive Analysis (CA) developments, during and after the World War II, paved the way for the emergence of Oral Approach, the Aural-Oral Approach, and the Structural Approach which later on resulted in the development of ALM (Howatt & Widdowson, 2004). This method emphasized grammatical accuracy in speaking (Richards, 2008). Though ALM is considered the first scientific approach in the ELT (Richard & Rodgers, 2001), it had its own shortcomings such as the weak learning theory (Chomsky, 1966) and high amount of meaningless repetitions the ALM used in its instructions (Rivers, 2018).

Fries (1945, as cited in Howatt & Widdowson, 2004), set forth his principles in *Teaching and Learning English as a Foreign Language* in which the problems of learning a foreign language were attributed to the conflict of different structural systems (i.e., differences between the grammatical and phonological patterns of the native language and the target language). Contrastive analysis of the two languages would allow potential problems of interference to be predicted and addressed through carefully prepared teaching materials (Ellis, 2008). Thus, was born a major industry in American applied linguistics - systematic comparisons of English with other languages, with a view toward solving the fundamental problems of foreign language learning; The approach developed by linguists at Michigan and other universities became known variously as the Oral Approach, the Aural-Oral Approach, and the Structural Approach. Language was identified with speech, and speech was

approached through structure (Richards, 2008). They were widely used, however, and the applied linguistic principles on which they were based were thought to incorporate the most advanced scientific approach to language teaching.

If there were any learning theory underlying the Aural-Oral materials, it was a common sense application of the idea that practice makes perfect. There is no explicit reference to then-current learning theory in Fries's work. It was the incorporation of the linguistic principles of the Aural-Oral approach with state-of-the-art psychological learning theory in the mid-1950s that led to the method that came to be known as Audiolingualism, also known as the Aural-Oral, Functional Skills, New Key, or American Method of language teaching (Hadely, 2003, p.95).

The emergence of the Audio-lingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. This combination of structural linguistic theory, contrastive analysis, and aural-oral procedures and behaviorist psychology led to the emergence of Audio-lingual Method (Howatt & Widdowson, 2004).

2.6.1 Theory of Language in ALM

The theory of language underlying Audiolingualism was derived from a view proposed by American linguists in the 1950s - a view that came to be known as structural linguistics. Grammar was considered a branch of logics, and the grammatical categories of Indo-Euro languages were taught to represent ideal categories in languages (Richrds & Rodgers, 2001). The reaction against traditional grammar was prompted to the movement toward positivism and empiricism (Larsen-Freeman, 2002). Language was viewed as a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures and sentences. The term structural referred to these characteristics: (a) Elements in a language were thought of as being linearly produced in a rule-governed (structured) way; (b) Language samples could be exhaustively described at any structural level of description (phonetic, phonemic, morphological, etc.); (e) Linguistic levels were thought of as systems within systems - that is, as being pyramidally structured; phonemic systems led to morphemic systems, and these in turn led to the higher-level systems of phrases, clauses, and sentences (Howatt & Widdowson, 2004).

Learning a language, it was assumed, entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence (Richards & Renandya, 2002). The phonological and grammatical systems of the language constitute the organization of language and by implication the units of production and comprehension. The grammatical system consists of a listing of grammatical elements and rules for their linear combination into words, phrases, and sentences. Rule-ordered processes involve addition, deletion, and transposition of elements. An important tenet of structural linguistics was that the primary medium of language is oral: speech is language. This scientific approach to language analysis appeared to offer the foundations for a scientific approach to language teaching (Howatt & Widdowson, 2004).

2.6.2 Theory of Learning in ALM

The language teaching theoreticians and methodologists who developed Audiolingualism not only had a convincing and powerful theory of language to draw upon but they were also working in a period when a prominent school of American psychology - known as behavioral psychology - claimed to have tapped the secrets of all human learning, including language learning. Behaviorism, like structural linguistics, is another anti-mentalist; empirically based approach to the study of human behavior (Howatt & Widdowson, 2004). To the behaviorist, the human being is an organism capable of a wide repertoire of behaviors. The occurrence of these behaviors is dependent on three crucial elements in learning: a stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression), of the response in the future (Nunan, 2001; Richards, 2008).

Reinforcement is a vital element in the learning process, because it increases the likelihood that the behavior will occur again and eventually become a habit. To apply this theory to language learning is to identify the organism as the foreign language learner, the behavior as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher or fellow students or

the intrinsic self-satisfaction of target language use. Language mastery is represented as acquiring a set of appropriate language stimulus-response chains.

2.7. THEORETICAL PERSPECTIVES OF ASSESSMENT AND DIFFERENT TYPES OF ASSESSMENT

Assessment generally is defined as “the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences” (Stobart, 2008, p.23).

Boud (2013) believes that all kinds of assessments are composed of two major elements, namely making decisions about the standards of performance expected and then making judgments about the quality of the performance in relation to these standards. In classrooms where assessment for learning is practiced, students are encouraged to be more active in their learning and associated assessment. Further, Bozorgian (2014) asserts that “The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives” (p. 2). As the main purpose of the present study is examining teacher, peer, and self-assessment, the present section briefly discuss them here and now.

2.7.1. Self-Assessment

Andrade and Du (2007) state that self-assessment is a process of “formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly” (p.160). Spiller (2012) stipulates that self-assessment about the progress of one’s own learning is integral to the language learning process. He further states that learning is only possible when one recognizes what one needs to learn. In fact, when one checks out his/her progress, she/he may become more motivated to learn more and more. More importantly, Spiller (2012) states that

- Self-evaluation encourages reflection on one’s own learning.
- Self-assessment can promote learner responsibility and independence.

- Self-assessment tasks encourage student ownership of the learning.
 - Self-assessment tasks shift the focus from something imposed by someone else to a potential partnership.
 - Self-assessment emphasizes the formative aspects of assessment.
 - Self-assessment encourages a focus on process. Self-assessment can accommodate diversity of learners' readiness, experience and backgrounds.
- (pp.3-4)

Boud (2013) states that self-assessment “with its emphasis on student responsibility and making judgments is a necessary skill for lifelong learning” (p.11). Besides, as Brew (1995) declares the self-assessment can assist “to prepare students not just to solve the problems we already know the answer to, but to solve problems we cannot at the moment even conceive” (p.57). In the same connection, Amo and Jereno (2011) state that “self-assessment develops skills of critical awareness and enables students to become reflective and self-managing, to identify the next steps in learning and to move forward under their own steam” (p. 42). Boud (2013) also puts emphasis on the ways that self-assessment is implemented and argues that it should be accepted by students. According to Boud (1995), the implementation process should involve:

- A clear rationale: what are the purposes of this particular activity?
- Explicit procedures—students need to know what is expected of them.
- Reassurance of a safe environment in which they can be honest about their own performance without the fear that they will expose information which can be used against them.
- Confidence that other students will do likewise, and that cheating or collusion will be detected and discouraged (Boud, 1995, p.182).

2.7.2. Teacher-Assessment

Teachers assess students not only to see what the learners have learned but also to design the next steps they are going to take. This means that teacher assessment is of high importance in the process of education and learning. In this way, teachers need to know at the outset of a unit of study where their students are in terms of their learning and then continually check on how they are progressing through strengthening the feedback they get from their learners. Students are guided on what

they are expected to learn and what quality work looks like. The teacher will work with the student to understand and identify any gaps or misconceptions (Bachman & Palmer, 2010). In fact, teacher assessment, as the name speaks for itself, is related to the type of assessment in which the teacher is in the control of the assessment procedure and there is no room for the learners to be involved in the assessment (Bachman, 1990).

Current policy discourse about teacher evaluation is mired in a rewards-and-punishment framework that too often aims to: 1) measure the effectiveness of each teacher, 2) categorize and rank teachers, 3) reward those at the top, and 4) fire those at the bottom. Such a simplistic approach not only ignores the complexity of teaching but also overlooks the real purpose of teacher assessment and evaluation.

The core purpose of teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practices of professional educators. This goal serves to promote student growth and learning while also inspiring great teachers to remain in the classroom. Comprehensive systems of continuous teacher education and professional growth help teachers master content, refine their teaching skills, critically analyze their own performance and their students' performance, and implement the changes needed to improve teaching and learning. Comprehensive performance assessment systems provide targeted support, assistance, and professional growth opportunities based on teachers' individual needs as well as the needs of their students, schools, and districts.

2.7.3. Peer-Assessment

Within the socio-cultural frame work and the role peers play in the second/foreign language development of each other peer assessment takes significance role. Peer assessment is defined by Stobart (2008) as

a process whereby students or their peers grade assignments or tests based on a teacher's benchmarks. The practice is employed to save teachers time and improve students' understanding of course materials as well as improve their meta-cognitive skills. They way other learners evaluate their classmate(s) both promotes self-evaluation and learning

and paves the ground for the learner to be more conscious and aware of the process of learning. (p.21)

In fact, peer assessment provides students with opportunities to exchange feedbacks with each other and also allows students to make comparisons with each other (Liu & Carless, 2006). The other function of this assessment is to motivate students because this kind of assessment includes the students in their final results. Steensels et al. (2006) declare that peer assessment is a valuable tool for evaluating and guarantying a more objective evaluation. Thomas (1997) also believes that peer assessment conveys this feeling to the students that not only individual achievement is evaluated but also the whole group; and thereby, it encourages students to work together. Besides, he stipulates that peer assessment can be considered as a skill necessary for professional practice.

Taking the same path, Vu and Dall'Alba (2007) put forward that peer assessment puts students directly in the assessment process. Students or peer feedback has a different quality to feedback from people in positions of authority like teachers and it can be more influential. Brown and Glasner (2007) also acknowledge the effects of peer assessment because peer assessment offers feedback related to the ability of the student to make judgment.

Black et al. (2003) state that peer mode of assessment will only be effective if students are assisted by teachers to develop peer assessment skills. They also make the point that “the ultimate aim of peer (and self) assessment is not that students can give each other levels and grades-these are merely a means to an end . . . the real purpose-the identification of learning needs and the means of improvement” (p. 62).

In recent years, a growing number of elected officials, policy makers, and education reformers have argued that the best way to improve educational results is to ensure that students have effective teachers, and that one way to ensure effective teaching is to evaluate and compensate educators, at least in part, based on the test scores their students achieve (Bachman, & Palmer, 2010).

By basing a teacher's income and job security on assessment results, the reasoning goes, administrators can identify and reward high-performing teachers or take steps to either help low-performing teachers improve or remove them from

schools. Growing political pressure, coupled with the promise of federal grants, prompted many states to begin using student test results in teacher evaluations (Leung, 2014). This controversial and highly contentious reform strategy generally requires fairly complicated statistical techniques-known as value-added measures or growth measures-to determine how much of a positive or negative effect individual teachers have on the academic achievement of their students, based primarily on student assessment results (Poehner, 2009).

Self and peer assessments are being increasingly used in higher education to help students learn more efficiently. However, there are few papers discussing these methods. In higher education, the teacher normally instructs by using the expository method. Students are assessed with a single final exam related to the presented subject material. The grades obtained by students using this teaching method are typically very poor for both the ordinary and extraordinary exam sessions, in spite of the fact that tests have been adjusted to the presented content.

The diagnosis is very straightforward: students have not regularly worked on the problems and reviewed the explanations given in class, and the students are not aware of their mistakes or any learning deficiencies accumulated during the academic year. New teaching methodologies used in our classes (such as self-assessment) provide the necessary feedback to achieve the teaching goals (Nicol & Macfarlane-Dick, 2006). Self-assessment develops the self-judgmental ability of students through analysis of their own work in class and at home (Kayler & Weller, 2007). Peer assessment provides feedback related to the ability of the student to make this judgment (Amiri & Birjandi, 2015). Students have always thought of assessment as the worst part of their studies (Bachman & Palmer, 2010). They have sometimes even considered it as revenge by their teachers or professors.

In the current Iranian context (Birjandi & Hadidi Tamjid, 2012), students must understand that self-assessment is a key part of their learning. When using a correct assessment system, students perceive assessment as a motivating and productive part of their education because this procedure informs them if they are good at learning and are able achieve proposed goals (Tamjid & Birjandi, 2011).

Before selecting the type of assessment, teachers should think about these questions: Why assess? Which aspects should be evaluated? How will the assessment work? And when would this assessment be the most timely and productive? After

reflecting on these questions, teachers can select the most suitable tools to achieve the goals. There are many assessment techniques (Birjandi & Ahmadi, 2013). In this study, we selected only two types of assessment-self and peer assessment-to develop the students' critical awareness, which is a very important skill for professionals (Bachman & Palmer, 2010).

2.7.4. Formative and Summative Assessment

There are some remarkable differences between formative and summative assessment. While formative assessment provides ongoing information about the students' progresses and occurs concurrently with teaching instruction to provide feedback to both teachers and students and guide both teaching and learning, summative assessment summarizes what students have learnt at the end of a period of instruction (McTighe & O'Connor, 2005).

Peer-assessment is regarded as a formative practice, one which students are "in the process of forming their competencies and skills with the goal of helping them continue that growth process" (Brown, 2004, p. 6). Noonan and Duncan (2005) assert that "based on principles of assessment for learning and formative assessment, it seems that the use of peer-and self-assessment ought to be limited and not used in summative student assessment" (p. 6). Yorke (2003) states that peer assessment should not be excluded from summative use completely because if students learn from them, summative assessments can act formatively. With respect to the potential for assessment to increase learning, Kennedy, Chan, Yu, and Fok (2006) declare that:

Whatever the purpose, there is no reason to prevent these summaries of learning at a point in time from abiding by the principles of formative assessment and assessment for learning. That is, these assessments can be used as feedback to help students move from where they are to where they need to be and they can be designed in ways that reflect the principles of assessment for learning. (p. 8)

William (2013) postulates 5 key strategies for effectiveness of formative assessment. These strategies are shown in Table 2.1.

Table 2.1. The Five “Key Strategies” of Formative Assessment (Adapted from William, 2013).

	Where the learner is going?	Where the learner is right now?	How to get there?
Teacher	Clarifying, sharing, and understanding learning intentions	Engineering effective discussions, activities, and tasks that elicit evidence of learning	Feedback that moves learning forward
Peer		Activating students as learning resources for one another	
Students		Activating students as owners of their own learning	

In fact, formative assessment contrasts with summative assessment. Summative assessment evaluates performance at the end or beginning of the lesson for the purpose of promotion and selection. Formative assessment is intended to provide feedback into teaching and learning process and help teacher in four ways including planning, managing teaching, providing evidence of students’ learning and evaluating their own teaching. The validity and appropriateness of FA is questionable for many scholars so it is considered as informal rather than systematic approach. FA is also of two kinds including planned which entails direct testing of learner’s knowledge and incidental. FA is mainly implemented through instructional conversation between teachers and learners during classroom activities. It can also be asserted that FA is different from DA in 3 different ways: DA is systematic but FA is informal, FA aims at supporting student performance(scaffolding) while DA aimed at long development, and finally, they differed in terms of contexts in which are used.

2.7.5. Dynamic Assessment

Dynamic Assessment (DA) is based on ZPD theory which includes the difference or distance between potential and actual development which means what individual is capable of doing with mediation can do it alone one day. DA is considered as an approach to assessment and instruction. To be more exact, the concept of DA refers to the “combination of instruction and assessment processes

within a single assessment procedure and is assumed to provide information about learning potential, i.e. future abilities, rather than about student performance (present aptitude) at a given time when it is detached from learning and its goals” (Tzuriel, 2000, cited in Levi, 2011, p.1).

Grigorenko and Sternberg (2002) state that the concept of DA was firstly originated from Vygotsky’s (1986) notion of the Zone of Proximal Development (ZPD) and Feuerstein’s (1979) notion of structural cognitive modifiability. These two perspectives consider human abilities to be ‘modifiable’ and flexible as opposed to the ‘static’ attitude of the psychometric approach.

According to Levi (2011), this notion that “human beings have a unique capacity for modifying their cognitive functioning and for adapting to changing demands in the environment irrespective of age, etiology, and severity of condition - serves as the basis for Dynamic Assessment” (p.1) .DA by insisting that any assessment that fails to determine the extent to which person’s performance is modifiable is incomplete, contradicts with traditional statistically approaches which assume that person’s performance on a test represent the full picture of one’s abilities.

There are two general approaches to DA both traced to Vygotsky’s theory of ZPD. One approach is interventionist DA which has its root in quantitative interpretations of the ZPD as a different score. The second approach is interactionist DA which is based on Vygotsky’s qualitative interpretation of ZPD, one which emphasizes instruction-learning over measurement. Aljeafreh and Lantlof’s (1994) study focused on the use of article, English tense, preposition and modal verbs showed that students developed over time in responsiveness to mediation rather than actual language production.

They also showed that development in the ZPD is not as smooth and predictable process but is “revolutionary” and it entails both progress and regression. The other part of research focused on relationship between formative assessment and DA. In fact, DA which represents a perspective on assessment and instruction in can be of great help in instruction and it can help learners benefit from teacher’s assistance and scaffolding which is based on individual’s ZPD.

Different scholars such as (Poehner & Lantolf, 2005; Poehner, 2008) believe that DA in the field of second language provides framework for comprehending and supporting learner development. Regarding DA domain, two main traditions exist; the first one is measurement-intervention oriented while the second one is more pedagogically oriented. Most second language DA studies revolve around 3 situated contexts using a highly dialogic, interactionist approach sharing some features of FA (Rea-Dickens & Poehner, 2011).

DA is regarded as an integrated and iterative process within pedagogical routines. Both FA and DA focus on promoting students' learning and try to detect how the teacher to be involved in the learning process, however some differences can be detected between two frameworks. To be more precise, DA focuses on theory of development using systematic support as mediation while FA can be described by a range of pedagogical concepts which are originated from practice and support the learning process (Rea Dickens & Poehner, 2011).

2.8. SOCIOCULTURAL THEORY

A host number of theories exist helping second language learners in the learning process, one of the most prevalent theories in this regard is socio-cultural theory in which learners are treated as active agents in the learning process and are regarded as individuals who shape part of the second language community. As Lantolf (2000) states one of the fundamental concept in socio-cultural theory is that human mind is mediated. Vygotsky (1978) also assigns a significant role to what he considers as 'tools in humans' for understanding human's world. In fact, Vygotsky believes that humans do not act directly on the physical world without the intermediary of tools. Vygotsky strongly posits that the tools are created by humans under specific historical and cultural conditions.

Many scholars such as Leontiev (1981), Vygotsky (1987), and Wertsch (1991) have suggested a couple of new metaphors of describing learning which has gradually turned into an alternative paradigm in second language acquisition. In fact, socio-cultural theory is an approach to second language acquisition(SLA) rooted in the work of Vygotsky the famous Russian educational psychologist, Leontiev, and Wertsch which emphasizes the causal relationship between social interaction and cognitive

development (Lantolf, 2000). In this paradigm, a teacher does her/his best to activate and make the best use of learners' potentials by scaffolding them using their zone of proximal development (ZPD). In fact, the two critical concepts of sociocultural theory are the scaffolding and ZPD.

Sociocultural theory contrary to other theories in SLA such as Universal Grammar, computational theory, and cognitive theories of SLA, focuses its full attention on learning as a social process. Vygotskian theorists are generally critical of transmission models of communication where ready-made messages are sent from the speaker to the hearer. They are also critical of input and interactionist models of SLA in which negotiation of meaning plays a central role and form and function of language is the cornerstone. They cogently force the issue that there is an intimate relationship between culture and mind and that all learning is first social and then individual. Within the field of language education, Lantolf is regarded as the pioneer researcher introducing sociocultural theory to the field of SLA.

Sociocultural theory is not a theory of the social or cultural aspect of human existence. It is rather a theory of mind that recognizes the central role social relationships and culturally constructed artifacts play in organizing uniquely human forms of thinking Lantolf (2000).

2.9. MEDIATION AND MEDIATED LEARNING

As one of the main driving concepts in sociocultural theory, mediation refers to how all the human beings' higher forms of mental activities are mediated. According to Williams and Burden (1997), one of the central point to Vygotsky's sociocultural theory is mediation. According to Vygotsky (1978), mediation refers to the role that other significant people play in learners' lives in order to enhance their learning by shaping and selecting the learning experiences of learners.

Vygotsky (1978) declares that effective learning can only happen when learners have social interaction with two or more people with different levels of knowledge and skills. That is to say, when people have interaction with each other they can move into and through the next layer of understanding and knowledge. In this way, Vygotsky (1978) treats tools as mediators and believes that one of the most important tools is language.

One of the significant component of sociocultural theory is using language which helps learners move into and through their ZPD. Vygotsky (1978) considers learning process as child's appropriation of the methods of actions that exist in a given culture rather than a solitary exploration of the environment by the child on his own. Further, he believes that in the process of appropriation, artefacts or symbolic tools play a critical role.

Taking the same path, Kozulin (1998) divided mediators into two categories, namely, human and symbolic. With regard to human mediation, he asserts human mediation mainly tries to provide answers to the questions regarding what kind of engagement and involvement on the part of the adult is influential in promoting the child's performance. On the other hand, symbolic mediation focuses on what sort of changes in the child's performance can be made by the introduction of the child to symbolic tools-mediators.

Lantolf (2000) contends that as humans do not act directly on the physical world but use tools to do so, we humans also use symbolic tools and signs such as language as a mediator to regulate our relationships with others and with ourselves. According to SCT, among the main symbolic tools used as mediators are numbers and arithmetic systems, music, art and above all language. Accordingly here language is considered as a means of mediation or as a tool for thought.

According to SCT, learning is also mediated through learners' developing use and control of mental tools the most important of which is language. In other words, learning is mediated through language in learning events such as face-to-face interaction and shared processes, joint problem-solving and discussion. Lantolf (2000) suggests that mediation in SLA involves Mediation by others in social interactions, Mediation by self through private talk, mediation by artifacts through tasks and technology.

Mediation can also happen either externally or internally. External mediation occurs when an individual is given assistance by a more competent individual or some artifacts (e.g. a calculator or a computer). Internal mediation occurs when an individual uses his/her own knowledge to perform on a task. According to SCT, external mediation serves as the means by which internal mediation is achieved.

2.10. THE ROLE OF FEEDBACK IN SECOND LANGUAGE TEACHING

One of the most significant terms used through the history of second language teaching is corrective feedback (CF). The importance attached to this concept has made various scholars to define CF from different perspectives –indicating the intricate nature of the notion (e.g. Ammar & Spada, 2006; Carroll & Swain, 1993; DeKeyser, 1993; Lightbown & Spada, 1990; Lyster & Izquierdo, 2009; Nassaji, 2009; Tomasello & Herron, 1988, 1989; Trahey & White, 1993).

According to Schachter (1991), corrective feedback, negative evidence, and negative feedback are three notions used in the fields of language teaching, language acquisition, and cognitive psychology respectively. These terms have often been used interchangeably by different researchers.

Feedback which refers to “any information that provides information on the result of behavior” (Richards & Schmidt, 2002, p. 199) has great impacts on learning and achievement but this impact can be either positive or negative. According to Ferris (1999), feedback can help students to use or practice their language because it is very effective regarding learners’ strengths and weaknesses.

The advocates of connectionist model of language learning underline the role of attention and consciousness in language learning and yield support to explicit error correction (Ellis, 2006). On the contrary, Krashen (1982) believed that corrective feedback has no substantial effects on second language learning. He argued that any knowledge consciously learned through explicit instruction cannot contribute to L2 acquisition. Relevant to Krashen’s view, Schwartz (1993) as a nativist argued that using corrective feedback has limited impact on language learning because it only affected learners’ performance without even superficial impact on students’ competence.

On the other hand, Swain’s (1995) output hypothesis, throwing light on the significance of output opportunities in L2 development by making and testing hypothesis about metalinguistic knowledge.

Schmidt (1990) stated that noticing is required in order learning to occur. He strongly believed in the power of corrective feedback which facilitates language learning by arousing learners’ attention. In this way, learners are provided with the

opportunity to notice the hole and noticing the gap which help learners to do their best and fill this gap by avoiding their erroneous utterances and developing their language skills.

Long (1996) through interaction hypothesis also highlighted the role of explicit error correction. He stated that “negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor” facilitates the process of language learning since it “connects input, internal learner capacities, particularly selective attention, and output in productive ways” (Long, 1996, pp. 451-452).

Hattie and Timperley (2007) considered feedback as “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding” (p. 81). They stated that the primary purpose of any kind of feedback is “to reduce discrepancies between current understandings and performance and a goal” (p.86). Furthermore, Hattie and Timperley (2007) stated the “strategies students and teachers use to reduce this discrepancy may be more or less effective in enhancing learning, so it is important to understand the circumstances that result in the differential outcomes”. They also suggested that effective feedback should cover three main questions such as “Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?)” (p.86).

Lightbown and Spada (1999) define corrective feedback as: Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, 'He go to school every day', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject'. (p. 171-172)

Long (1996), in his comprehensive view of feedback, divides environmental feedback in two categories: positive evidence and negative evidence. In his view, positive evidence includes giving the learners an explanation about what is grammatical and appropriate in the target language. On the other hand, negative

evidence is regarded as providing the learners with direct or indirect information about what is unacceptable.

Long (1996) also states that the negative evidence might be of two types: explicit or implicit. “Grammatical explanation or overt error correction” (p. 413) is considered as a form of explicit negative feedback. "Confirmation check, which reformulates the learners' utterance without interrupting the flow of the conversation" is viewed as implicit evidence. This negative feedback, in both cases, simultaneously provides positive evidence (p. 413).

The effect of different categories of negative feedback on various aspects of L2 acquisition has aroused the interest of a number of scholars (e.g. Bohannon & Stanowics, 1988). In addition, the role of recasts in L2 teaching and learning has received a particular attention from different researchers (Lyster, 2001; Mackey, Gass & McDonough, 2000).

Foreign language vocabulary can be practiced and consolidated by similar methods and techniques used for consolidation and practicing of general vocabulary. Further, writing tasks can include reports and different instructions for wood/furniture processing, making summaries from technical journals, describing processes and techniques, labeling diagrams and pictures, describing graphs and comments on charts etc. Nowadays, a lot of students take part in various competitions where they display their projects and so they may create a short English summary of their presentations (Schmidt & Schmidt, 2014).

2.11. EVALUATION OF PRESENT PERFECT TENSE

Present perfect tense can be quite confusing, especially for learners to whom English is introduced as a foreign language. The present perfect tense is particularly complicated because it is the only tense in English that does not follow the directives of descriptive actions like in the case of future and present tenses (Abdessalami, 2017). The tense is rather quite vague for foreign users of the English language because it tends to overlook the exact period of occurrence of an action and instead puts emphasis on the action. In essence, present perfect tense does not respect the time an action is taking place. For instance, the statement “She has traveled” does not give any definite time of the occurrence of an action but rather highlights the verb. Also,

the tense tends to put much emphasis on the lapse of duration an action occurs. For instance, the statement “Joseph has served his master for ten years” changes its validity with the lapse time. This means that an extension of the period by at least one year will not accommodate the current statement.

Within the present perfect tense is the present perfect continuous tense. This tense is another source of confusion, especially for most non-English speaking learners (Declerck, n.d). While a difference is intended to exist between the two tenses, they present learners with a lot of ambiguity that requires a comprehensive assessment to assist learners. The statement, they have been talking for two hours” is almost similar to the first statements. The marginal difference that arises between the two sentences is that the latter is progressing while the former has expired. This explanation may seem difficult for a first time English learner, but with the integration of technology in learning and teaching, learners can overcome this obstacle. Notably, the present perfect participle tense is initially meant to describe an action that is completed. This is, however, not often the case as the tense is never resolute of the exact duration an action took place or ended. For instance, the statement “Joseph has served his master for twelve years” does not tell precisely when Joseph started serving his master or whether Joseph is done serving his master and at what exact time, he ended his service to the master. In this scenario, the action is given room to continue even to the next year. The present perfect tense is thus not often as ‘perfect’ as it should be. Research by Abdessalami (2017) reports that the present perfect tense is a daunting lesson for even teachers. Teachers reportedly believe that the tense is the most time consuming as it takes learners quite a long time to consume and retain fully. The tense demands comprehensive preparation, and clear procedure that can facilitate learners’ understanding of the tense. Proper assimilation of the tense is, however, said to be mostly dependent on how the teacher introduces to the students the topic, how the teacher sails through the contents, and evaluates the outcomes among the learners.

2.12. TEACHING ENGLISH GRAMMAR IN TURKEY

Turkey is strategically located between Europe and Asia. The strategic zonal location of the country places it in a situation where it has to play a significant role in maintaining peace between the two continents. According to Kirkgoz (2016), Turkey

registered as a member of NATO in 1959 and is currently seeking to become a member of the European Union. However, the country's official language for decades has been Turkish. Recent expansion in technology and globalization have mounted pressure on the country prompting the country to embrace the English language; which has since been introduced as a compulsory subject in every level of education. The growth of English as a language has been quite systematic. The first introduction of the language in the country dates back to the early eighteenth-century. However, English was not embraced by the Turkish as the education system of the country in the era was quite rigid only creating room for Turkish as the primary compulsory language, and German and French as the elective languages.

The need to concentrate on English as a language was also driven by the demanding requirement for researchers to take part in the online publication of journals. The researchers from Turkey wishing to publicize journals have been subjected to English tests before they are allowed to take part in the publications. A majority of schools are thus reportedly offering English as a course in their curriculum. Kirkgoz (2016) notes that most of the schools have approached English teaching from the perspective of communicative language learning, but the methods used are primarily traditionally based. The process of teaching grammar in the country is reported to have been marked by failure as the textbooks used did not provide any procedures on how to administer communicative language learning. The resources were equally inadequate, making it almost impossible for teachers to assess students and identify their areas of weaknesses.

2.13. TRADITIONAL VERSUS MODERN METHODS OF TEACHING AND ASSESSING ENGLISH

Han (2005) notes that the late twentieth century was mainly dominated by an assessment of the structure of the overall proficiency in the language. The era was progressively marked by a decline in the significance of linguistic models and various competencies essential for use in the English language. The assessment techniques that dominated the early and the mid-twentieth century included psychometric methods which were rather statistically driven. In support of this argument, Al-Hadithy (2015) notes a significant inclination of the traditional language assessment to a technique that was thought to have promoted student reliability on teachers for

everything. In essence, the author verifies that the statistically driven approach created a scenario in which learners were not allowed to take part in the learning but instead were used as catalysts to the learning. The assessment process was only to evaluate whether the educator was performing their duty in class adequately. The assessment techniques tended to evaluate students at the individual level so that the outcome would be the teacher focusing much of the attention on the student who performed better than the others.

Augmenting the findings of the two authors Gorski (2019) notes a significant variation between the traditional and modern methods of teaching and assessing grammar in English. The author states that the conventional methods of teaching grammar were rather teacher-centered and focused more on the language, while the modern methods are learner-centered and are focused on assessing student communication skills. The teachers employed the grammar-translation method, which rather reduced the stress on the teacher but placed a daunting task on the learner. The assessment techniques also varied significantly such that the traditional methods is centered on evaluating the accuracy of the language and the process followed to deliver the language to students while the modern assessment techniques focus on how communicative and interactive the process has been, The assessment is geared at establishing the connection made between the teacher and the student.

Walia (2012) notes that the introduction of communicative language learning has seen significant growth in technology and innovation in education. Notably, the author also intensifies on the transformations modern communicative language teaching has undergone. In her analysis, she notes the incorporation of result-oriented activities that are rather student-centered. The process allows for interaction by incorporating games and role-playing among students to facilitate and ease the learning process. Hashemi and Samran (2018) also document grammar-translation as the dominant teaching method in the traditional context. In connection with the other authors' findings explored in this research, the author notes that this method of teaching focused primarily on teaching grammar. The consequences of this technique of teaching were that students were inadequately trained on other contents of the language and so a majority of the learners were not able to express their knowledge in the field of English communicatively. The methods were effective from the teacher

perspective but failed significantly to meet the needs of the learners. From the analysis of Mart (2013), it is plausible to conclude that the drilling method rather placed too much pressure on the learner to give value to the language without providing the learner a chance to synthesize the knowledge obtained as was reflected in their inability to communicate and express themselves verbally.

In the analysis of Jaebi (2019), the author documents the general disadvantages of traditional classroom training. The author notes that the traditional methods of teaching and assessing do not accord learners the opportunity to develop into critical thinkers. This is primarily because the learning is not focused on the student but is instead focused on the value of the content being delivered to the student by the teacher. In this context, the teacher develops the curriculum and the material to be taught then emphasizes the content to satisfy their sacrifice and not the needs of the learner. This provision secures a close connection with what the other authors perceive of the traditional methods of teaching grammar. Jaebi's (2019) findings generalize the outcomes of traditional method, but analytically the techniques cut across every subject taught like in the case of grammar. Saleem (2009) closely relates the findings of Jaebi (2019) in his analysis. The author describes traditional methods of teaching grammar as a set of rules upon which the English language is founded. In his argument, the author postulates that the fact that the traditional methods of teaching gave room for the evolution of modern ways of teaching grammar proves the incompetence and inappropriacy in the techniques used.

2.14. PLICKERS AS A TEACHING AND ASSESSMENT PLATFORM

Plickers was created by Nolan Amy in 2014. The meaning of the word Plickers comes from Paper Clickers. Plickers Company is located in San Francisco in the United States.

Deverson (2016) describes Plickers as a set of exclusive, printable, and quite simple QR codes. The tool is presented to learners as a paper card while to the teacher as online software. The card is designed in a way that when held in four different orientations, it gives a different dimension. Each card has letters denoted as ABCD at the edge of every orientation. Plickers is generally a formative assessment tool that enables the teacher to identify the areas of strength and weakness of individual

student and the general class concerning the contents of a course. Michael et al. (2019) report that formative assessment has evolved as the central area of focus within classrooms providing learners and educators with consistent and real-time information. The need to transform and adjust teaching and learning as evidence collecting tools is considerably under review to improve student learning. Jung, Marasti, and Yong (2018) strengthen this argument by noting that classrooms which had employed formative assessment reported higher satisfaction from both learners and teachers. Withrop et al. (2016) further state that formative assessment facilitates the realization of goals among learners, encouraging them to be more proactive. While the formative assessment is a procedure that dates back to antiquity, it is still a procedure that is widely used in the modern education system to evaluate the students.

In his analysis, Altun (2015) identifies information and communication technology as a powerful tool that motivates, facilitates, and promotes learning among pupils. ICT has been the primary merger between technology and innovation, giving rise to such advanced products like Plickers. Researchers note a significant contribution of ICT to education, especially in the field of languages. The transformation so far realized is recorded in the ability of teachers to use technologically advanced tools to assess their students and gain a better understanding of their role as knowledge facilitators. Demick (2015) reports that Plickers can be used for a range of purposes. The technology can go beyond the classroom in the sense that it can be used to assess learners during warm-up and physical exercise in the fields. Each student, in this case, is advised to select an answer. The assessment gives the teacher an idea of the learners' perception of that activity. Despite the diversity in technology, there is no particular tool of evaluation that has been initially explored to assess students' understanding of course content. This gap is progressively being closed by the introduction of Plickers as an assessment tool

Michael et al. (2019) further note that the majority of the schools that have adopted the use of Plickers as a formative assessment tool have registered immense growth in their education. Primarily, Plickers are reported to enhance classroom differentiation so that students are grouped according to their academic needs. This is because the assessment informs the teacher of individual learner's strength and weaknesses in particular learning content. Ramsey and Duffy (2016) analyze the

primary advantages of using technology in assessing and teaching students. They state that Plickers as a form of technology promotes interactive learning as the teacher gets to know the students at personal levels depending on their educational needs as identified in the assessment.

Thomas et al. (2016) describe Plickers in their study as a tool that promotes active learning through interaction. Active learning is contextualized as a teaching approach that is designed and implemented to focus on the learner by facilitating learner participation in class. The strategy creates room for reflection via activities that are assigned to learners to promote communication between students and students, and students and teachers. The role of Plickers in promoting active learning is in providing the teacher with the data on the needs of the class so that the teacher can identify the right activities that facilitate dialogue in the classroom. From the modern grammar teaching approach, the assessment through plickers can be said to facilitate communicative language learning. Bianca (2019) in support of the findings of Thomas et al. (2016) notes that as opposed to the traditional methods of grammar teaching and assessment, Plickers promote critical thinking among learners. The critical thinking skill is developed easily by the student because the technology exposes them to self-internalization and critical analysis of the odds to come up with an appropriate answer. The assessment process is general, but the synthesis of the question is individual. An investigation by Demirkan, Gürışik, and Akin (2017) further reveals that the majority of the teachers have embraced the technology and are finding it quite easy to utilize. This is particularly because Plickers have been reported to be powerful tools which are simple in their application. This analysis proves largely supports the conclusion of other researchers who have described the technology as quite user friendly

However, as a product of technology, Plickers equally comes with several disadvantages. Bianca (2019) documents that the possibility of students losing or mixing up their cards up is high, especially if the class is made of young learners between first and eighth grade. This group tends to be quite forgetful and are not exclusively as responsible as their counterparts in higher levels of learning. In case a student loses a card, they are exempted from participating in the activities using Plickers. Also, when the cards are mixed up, the teacher could record answers from

students under the names of others. In this scenario, it becomes hard to identify individual student's needs, and the attention may be tailored to the wrong student. Also, in the case that a student reports to class late, the student cannot take part in the activities because once a question has been administered and results scanned to Plickers, the question disappears from the slot creating room for other question. Having this knowledge at this level of the research is quite critical for the teacher. The teacher should, therefore, explore the existing options that can assist them in eliminating the possibility of such incidences occurring. For instance, Chng & Rachel (2018) provide that the teacher may decide to collect all the cards from the learners at the end of the lesson in case the teacher is dealing with a group of young, inexperienced learners. For learners advanced in age like in the case of seventh grade, the teacher could devise a way so that the students can paste their cards on particular surfaces in class or binders where they get access to them every time they get back to class. The teacher could also print backup copies so that when a student loses or forgets their cards at home, they still have something to fall back to promote inclusive learning.

2.15. TESTING GRAMMAR THROUGH PLICKERS

Plickers is an online formative assessment tool. One of the significant advantages of Plickers over its rivals like clickers, and kahoot, among others, is that the tool is simple to use and requires less technological knowledge. Also, only the teacher needs to have the technology, such as a phone. The "P" in Plickers means paper while the rest of the word comes from clickers. The teacher prints out different student paper response cards, which are free. The cards are numbered according to the students' class identification number and in correspondence with the total number of students in the class. For instance, in a class of thirty students, the teacher could decide to allot each student an identification number ranging from one to thirty or any other format the teacher feels accommodative. The paper card is square, and at the top of the card are letters A, B, C, D, which reflect the possible answers to the administered grammar or any question. The teacher has to create an account on the Plickers websites at which they will feed their information like classes the teacher teaches and the number of students in each class.

The teacher logs in to Plickers.com and creates the series of questions they want to administer to class. The next step requires that the teacher selects the class that is going to answer the questions from the information fed into Plickers. When the question is selected, the Plickers provides the teacher with the appropriate answer to the question as previously fed in by the teacher. The questions can be administered orally to the students, and they are given the possible answers to the question. The students select their response to the administered question by holding up the top of the paper with the choice they have selected. Using the technological device in their possession, for example, tablet or phone, the teacher scans the students' responses to the question. The Plickers notes the answers that are wrong from the scans. Since the cards have student identification numbers, the teacher can identify which student still needs assistance in that particular concept and can either attend to the student personally, or group the student with the other who have mastered the content to assist them out.

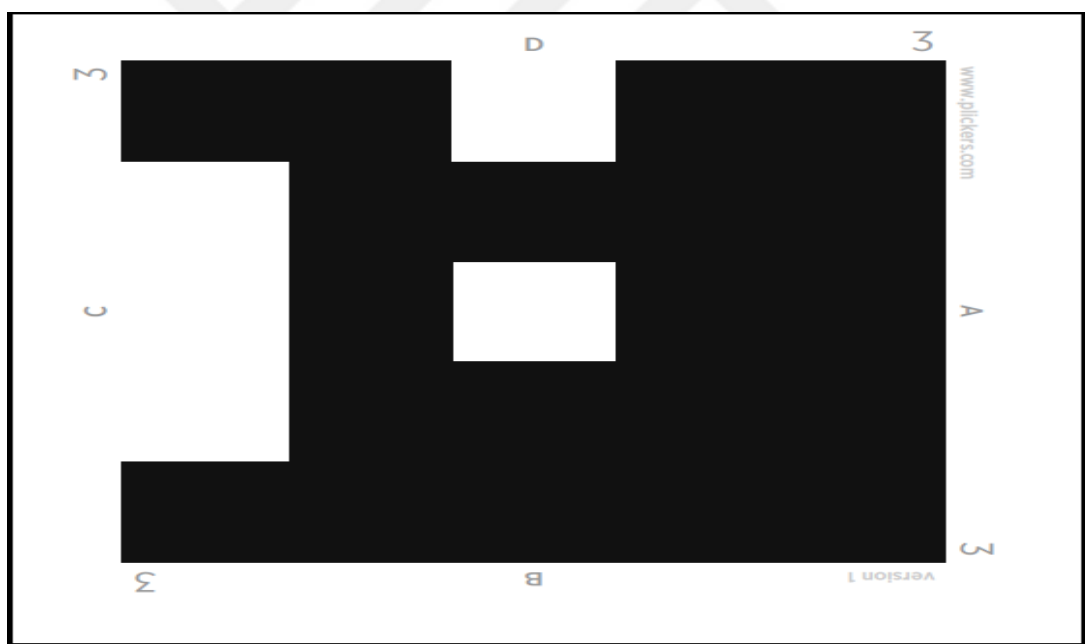


Figure 2.1. Plickers Card

2.16. TEACHING GRAMMAR USING PLICKERS

Plickers is instead an assessment tool and not a teaching tool. However, Plickers directs the teacher on which areas to focus on. Technologically, Plickers are designed in a way that once the students' responses are scanned, the tool quickly reads through the answers populating them into data sets that allow the teacher to

identify which students answered correctly and which ones struggled with the answers. Also, the tool provides the teacher with private information indicating which specific student got which questions right and wrong. In essence, the technology enables the teacher to identify the needs of the class and individual students. From the data, the teacher can formulate the general classroom and individual student expectations and objectives. The Plickers tell the teacher when the appropriate time is to move to the next course content. The teacher is, therefore, able to focus on the areas of weakness in the class and help the class move forward as one. Plickers is primarily used for formative assessment, but it can be identified as a guidance tool for teaching as it directs the teacher on what next to do after an evaluation of the students' understanding in a particular area.

2.17. IDENTIFIED GAPS IN LITERATURE

Despite the advancement in technology; giving rise to such tools as Plickers, there exist less researcher tailored to the analysis of this technological product. It is documented that technology comes with numerous drawbacks just as it comes with a package of advantages. This knowledge should have informed the need to comprehensively explore the working principles of Plickers and the advantages and threats it poses to the modern education system. This research has established that several studies carried out on the tool focus on its working dynamics while giving little attention to the general impact of this form of technology. Also, it is notable that a lot of research on the integration of technology in education is tailored to higher levels of education, such as secondary and tertiary. This biasness raises the question as to why the technology would not be rooted at the primary level and systematically programmed and integrated into use at a higher level of education. If the globe has to realize the educational goals of sustainable development, then the education system has to be refined right from the base. The findings of this research are thus intended to fill the existing gaps in the identified areas.

CHAPTER 3

METHODOLOGY

3.1. INTRODUCTION

In an attempt to investigate the comparative effects of Plickers application and ALM as a traditional method on the achievement of present perfect tense in English among the A2 level EFL learners of the 7th grade students of middle school, the present section deals with explaining the participants, data collection and data analyses instruments, validity and reliability of the instruments used, design, and the procedure employed to conduct the study.

3.2. RESEARCH DESIGN

The present study enjoys a sequential mixed methods design (Quantitative Qualitative) in which both qualitative and quantitative measures of data analysis are accounted for. However, in the qualitative section the study follows an exploratory deceptive design (Creswell & Clark, 2017). There are two independent variables in this study: Plickers and ALM as the traditional method. The development in Present Perfect Tense among the ERFL learners at the A2 level is considered as the dependent variable. Meanwhile, the language proficiency level (A2), educational background (middle school 7th grade students), and the first language of the EFL learners (Turkish) taking part in the study were controlled. Table 3.1 below depicts the design of the present study.

Table 3.1. An overview of the study

Non-random Sample Selection (90)	
Proficiency test and Subject Selection (57)	
Plickers Group (EXP.1)(30)	ALM Group (EXP.2) (27)
Pretest of Present Perfect Test	
Treatment based on Traditional Method (ALM)	Treatment based on Technology oriented Method
Posttest of Present Perfect Test	

3.3. PARTICIPANTS

The participants of the study were fifty seven (57) A2 level male and female students with the age range 13 to 14 studying in Çankaya District (Ankara) at the 7th grade of middle school. These participants were chosen from 90 A2 level learners studying English conversational courses according to their performance in a standard sample of Oxford Quick Placement Test (QPT) (see Appendix A for the sample QPT). The selection of participants was done as follows:

At first, 90 A2 level male and female students were selected non-randomly and a standard sample of QPT was administered to them. After the administration of QPT, the students whose scores fell within the range of one standard deviation above and below the mean, shaped the main participants of the study. Fortunately, the researcher could select 57 participants from among a total number of 90 learners studying at the intermediate level. Due to the nature of the convenient non-random sampling, the students who were not qualified based on the criterion also were allowed to participate in the study but their scores were not included in the data analysis. The selected participants were studying in both experimental groups with 27 in one and 30 in another group, consisting of 12 to 18 students in each class.

It is worth mention that in determining the study group, compliance sample method was utilized: In the stage of data collection, the voluntary students, whose parents completed the permission form and had signed the consent in terms of their children's participation in the study, answered the tests administered. The interviews were made with 10 of the randomly selected the students from each experimental group according to voluntariness basis, considering class and gender balance. The information of participants taking place in the study group is presented in Table 3.2 as follows. As seen in Table 3.2, a total of 57 middle school 7th grade students took part in the study. 26 male and 31 female learners answered the tests. It means that 45.61 percent of the participants were males and 54.38 percent were the female learners.

Table 3.2. Descriptive Statistics; Demographic Information of the Participants

Group		Male	Female	Total
ALM GROUP (7/B)	n	13	14	27
	%	48.14	51.85	100
PLICKERS GROUP (7/A)	n	13	17	30
	%	43.33	56.66	100
Total	n	26	31	57
	%	45.61	54.38	100

3.4. INSTRUMENTS

The data for the present study was collected by means of three tests and an interview: an Oxford Quick Placement Test (QPT), a present perfect tense pretest and a post test of present perfect tense were used in the quantitative data collection process, while a semi-structured interview was used to collect the qualitative data. The characteristics of all of these instruments are presented as follows.

3.4.1. Oxford Quick Placement Test

In order to check the homogeneity of the participants, the Quick Oxford Placement Test (QPT) was used. It is a flexible test of English language proficiency developed by Oxford University Press and Cambridge ESOL that gives teachers a reliable and time-saving method of finding a student's level of English (Hill & Taylor, (2004) (www.oxfordenglishtesting.com)). It is quick and easy to administer and is ideal for placement testing and examination screening. The test has two parallel versions, and takes approximately 30 minutes to administer.

All the questions of the test are in multiple-choice format; answers are recorded directly on the answer sheet; and the answer sheets can be quickly marked using the overlays provided. The test assesses the knowledge of English structure, and also is considered as a global measures of ability in a language or other content areas. In order to have homogenous group of participants, those learners whose scores were low, mid and high, were selected to take part in the study. The test enjoys high

reliability ($\alpha=.91$) based on Cronbach's alpha (Berthold, 2011, p. 674). The test has been also reported to enjoy high construct validity (Motallebzadeh & Nematizadeh, 2011; Wistner, Sakai, & Abe, 2009). See appendix A for a copy of the QPT.

3.4.2. Pretest of Present Perfect Tense

The pretest used to measure the participants' present perfect tense knowledge was a 30- item test covering different notions of the present perfect tense in English. The pretest of grammar was developed by the researcher and was piloted among a group of EFL learners including 30 participants who were similar in terms of their educational characteristics to the main participants of the study, and then after the process of item analysis and modification, it was given to the participants selected after the pretest of language proficiency. The piloting phase was taken into consideration to ensure the reliability and validity of the test which was to be used as the pretest of present perfect tense. The results of this pretest revealed how well they were familiar with the present perfect concepts before the treatment began. The reliability index estimated through KR- 21 formula was .85. Table 3.3 below best shows the result of the pilot study of the pretest (see Appendix B for the pretest of present perfect tense).

Table 3.3. Descriptive Statistics; Pretest of Present Perfect Tense in the Pilot Study Phase

	N of Items	Mean	Std. Deviation	Variance	KR-21
Pilot Grammar	30	22.07	2.669	32.133	.85

3.4.3. Posttest of Present Perfect Tense

A researcher- made multiple choice test of present perfect test with 30 items was developed and piloted by the researcher to be used in the posttest phase. This test was parallel to the present perfect pretest. Then, the test items were checked by the experts, modified and piloted among 30 students with the same characteristics (age, gender, level) for the purpose of calculating the reliability of the test and then modified. The results represented that the mean was 23.5 and the SD was 1.61. The reliability of the test then was calculated as 0.74 based on Kr-21 method which is an

acceptable reliability (see Table 3.4 below). The posttest of present perfect tense appears in Appendix C.

Table 3.4. Descriptive Statistics; Posttest of Present Perfect Tense in the Pilot Study Phase

	N of Items	Mean	Std. Deviation	Variance	KR-21
Pilot Grammar	30	23.50	1.613	2.603	.74

Then, the correlation between the results of the pretest and posttest which was a parallel but different test from the pretest was calculated. As the results which are displayed in Table 3.5 below show, there was a significant correlation between the scores of the students in these two tests ($r(55) = .65, p = .000$, representing a large effect size).

Table 3.5. The Pearson Correlation between Pretest and Posttest

		Posttest
	Pearson Correlation	.659**
Pretest	Sig. (2-tailed)	.000
	N	57

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

3.4.4. Semi-structured Interview

The students selected for the interview section took part in a semi-structured interview which took 15-30 minutes. The interviewees were randomly singled out based on the results of the quantitative data analysis provided that the parents of those selected gave their consent for further cooperation. The questions for the interview were developed by the researcher based on the review of the related literature and consulting with the experts in the field and then the items were reexamined by two TEFL PhD holders to ensure appropriateness of content and language. Hence, the interview guide's content and construct validities were confirmed through expert

judgment validity criteria (Creswell & Clark, 2017). To ensure the reliability of the interview the researcher relied on the inter-rater reliability indices (Dornyei, 2007) which showed that for all the six items of the interview both raters were in agreement as presented in Table 3.6 below.

A Pearson correlation was then run to probe the inter-rater reliability of the scores given to each item of the interview. The results (Pearson $R = .85$, $P = .000 < .05$) indicated significant agreement between the two raters in this respect (Table 3.6). Based on the results displayed in Table 3.6, it can be claimed that there were significant agreements between the two raters concerning the interview items. A copy of the interview guide appears in Appendix D.

Table 3.6. Pearson Correlations; Inter-Rater Reliability of Interview Items

		Item1 R2	Item2 R2	Item3 R2	Item4 R2	Item5 R2	Item6 R2
Item1 R1	Pearson Correlation	.542**					
	Sig. (2-tailed)	.000					
	N	20					
Item2 R1	Pearson Correlation		.564*				
	Sig. (2-tailed)		.000				
	N		20				
Item3 R1	Pearson Correlation			.571**			
	Sig. (2-tailed)			.000			
	N			20			
Item4 R1	Pearson Correlation				.675*		
	Sig. (2-tailed)				.000		
	N				20		
Item5 R1	Pearson Correlation					.766*	
	Sig. (2-tailed)					.000	
	N					20	
Item6 R1	Pearson Correlation						.712**
	Sig. (2-tailed)						.000
	N						20

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

In semi-structured interviews, “the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information” (Mackey & Gass, 2015, p.173). The framework for carrying out the interview was based on Dornyei’s (2007) guideline.

3.4.5. Reliability Indices

In the present study, the KR-21 reliability indices for the QPT, pretest and posttest in the main phase of the study were .92, .80 and .81, respectively (Table 3.7).

Table 3.7. KR-21 Reliability Indices; Main Study

	N of Items	Mean	Variance	KR-21
QPT	60	30.23	117.215	0.92
Pretest	30	10.95	25.122	0.80
Posttest	30	16.14	23.194	0.81

3.5. DATA COLLECTION PROCEDURE

3.5.1. Quantitative Data Collection

3.5.1.1. Pretest Phase

The first step of this section of study was the pilot phase during which 30 A2 level students with similar features to the target sample took the pretest and posttest of president perfect tense. An Item analysis was performed for all the items and after carrying out item analysis the researcher came up with two reliable and parallel tests.

In the second step of this phase of this study the participants were selected. First, the piloted QPT was administered to 90 A2 level students to homogenize them regarding their general English proficiency. Out of 90 students, 57 students whose scores had fallen one standard deviation above and below the mean shaped the main participants of the study. The selected participants were randomly assigned to two experimental groups (Plickers learning and ALM), with 30 and 27 students, respectively. It worth mentioning that due to the nature of the convenient non-random

selection of the samples the discarded students were attending the classes, but their scores on the pretest and posttest were not included in the study.

The third step taken in this phase was the administration of the pretest. This was done to check the participants' present perfect tense knowledge prior to the treatment to see if they were homogeneous in terms of their grammatical knowledge.

3.5.1.2. Intervention

Then the treatment period began and was continued for 6 sessions. The whole semester included eight weeks and the learners attended the class three sessions a week and each session was about 90 minutes in both groups. Considering the fact that the syllabus of the language school had to be covered during the semester, 6 sessions of the class time were allocated to the experiment in the experimental groups. The same teacher (the researcher himself) taught both groups.

In the **Plickers group** firstly, the teacher divided the students in the virtual learning group to different sub groups for more cooperation. This was done to increase interaction among the members of the sub-groups using Plickers to get connected and share their ideas. Then, the researcher trained the students to work with Plickers in the first session of the classroom and then he held follow up sessions in the Skype application. Students got familiar with how to chat and leave posts. They also received training in terms of how to tweet, present their ideas, and receive information from other learners and professionals. They were informed of how to notice to what others wrote or said. The students were also asked to find native-speaker friends and try to talk to them through chatting or leaving posts.

Later, the researcher, in the direction of his own plan and program, gave a lesson and made use of Plickers application to teach grammar to the students. Also, the teacher relied on peer assessment continually and asked the students in the sub-groups to develop grammar tests for each other through Plickers and use it as an assessment tool as well. This process lasted one month and it was seen how to use Plickers was understood by the students. At the end of 6 sessions of training, a formative test of grammar was given to the study participants.

A significant point for the Plickers group was the ability of the application in developing tests and presenting immediate feedback. It was also attractive to the learners and entertained them to work more cooperatively in solving the problems and helping each other through providing peer feedback.

In the **traditional group**, namely the Audio-Lingual Method Group (ALMG), the researcher provided the instruction advocating the principles of ALM which emphasized the use of grammatical sentence patterns. Since the listening and speaking ability were the first skills to consider, the first procedure of teaching was more related to listening and speaking abilities (Burns & Richards, 2009). It is worth mentioning that grammar was taught inductively in this method: Learners were provided with examples and then after comparing and contrasting the example they synthesize the data they received and found the rules. The procedure in this group was as follows: (1) the language teacher gave a brief summary of the content of the dialogue, (2) the language learners listened attentively while the teacher read or recited the dialogue at normal speed several times, and (3) the language learners recited the dialogue line by line or together depending on their length. If the teacher detected an error, it were corrected and the student was asked to repeat the sentence, (4) repetition was continued with groups decreasing in size, that was, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups could assume a speaker's role(s), (5) pairs of individual learners ten went to the front of the classroom to act out of the dialogue. By this time they had been supposed to memorize a text. Then, they focused on the grammatical rules through examples in the inductive manner.

3.5.1.3. Posttest

After the intervention, the two experimental groups received a present perfect tense posttest. This was a new version of the test with a hope to measure the participants' probable development in grammar. The collected quantitative data were fed into SPSS version 25 and the results were reported. Each research question was checked against the findings and each hypothesis was evaluated to be rejected or accepted.

3.5.2. Qualitative Data Collection

In the qualitative phase which followed the quantitative one, the learner's attitudes towards the method which was employed in each of their classes were elicited. The results of the quantitative study gave additional insights into the issue (Creswell & Clark, 2017). The qualitative data which came from the results of the posteriori interviews with the learners were analyzed through content analysis (Creswell & Clark, 2017) and relying on open coding, axial coding, and selective coding system. Then, the results of the interviews in both groups were compared together. In addition, the final findings were discussed against the similar previous findings in the literature and the results were presented.

3.6. DATA ANALYSIS PROCEDURE

3.6.1. Quantitative Data Analysis

The quantitative data analysis of this study was both descriptive and inferential statistics. Descriptive statistics was used to calculate the mean and standard deviation of the QPT which were used for homogenizing participants. For estimating the reliability of the grammar test in the pretest and posttest phases, KR-21 was used.

The inferential statistics which used in the study were paired-samples t-test and independent t-test to firstly investigate the effect of the treatments on the improvement of grammar among the learners in each group and then compare the means of both groups in the posttest phase together.

3.6.2. Qualitative Data Analysis

The data collected through the interviews were analyzed through employing content analysis which was engaged in using *open* and *axial coding* (Mackey & Gass, 2015) to find Turkish EFL learners' attitudes about employing Plickers and ALM method in their ELT classes, and more specifically on their L2 grammar development as well as the activities they had experienced in their classroom.

Open coding refers to the process of coding or labeling words and phrases found in a transcript or text. This represents the most eye-catching points, signs, concepts, and the like. *Axial coding*, on the other hand, is an attempt to interpret and group qualitative data into common themes or topics to determine patterns in written or oral responses to open-ended questions.



CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1. OVERVIEW

As the present study deals with both qualitative and quantitative data analyses, the researcher has focused on each of these analyses separately in the present section. First the quantitative analysis of the data will be presented and then the qualitative data analysis is given.

4.2. RESULTS OF QUANTITATIVE DATA ANALYSES

The present section deals with analyzing the data gathered through the QPT as well as pre and posttest instruments. In this chapter, details of the data analyses and results of the study based on both descriptive and inferential statistics are reported.

4.2.1. Testing Normality Assumption

The quantitative section of the present study which is entitled as “evaluation of the subject “present perfect tense” in English, comparing the effect of Plickers application and traditional method on the achievement of 7th grade students of middle school” intended to probe the effects of independent variables on the dependent variable of the study in a comparative way. Hence, the following research questions were raised in this quantitative section:

1. Does traditional method have any significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense?
2. Does Plickers application have any significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense?
3. Is there any significant difference between the effects of Plickers application and the traditional method on the achievement of 7th grade students of middle school regarding the present perfect tense?

The statistical analyses of paired-samples and independent t-test were run to investigate the above mentioned research questions. These two analyses have a common assumption, i.e. normality of the data. As displayed in Table 4.1, the ratios

of skewness and kurtosis over their respective standard errors were within the ranges of +/- 1.96; hence normality of the data was confirmed.

Table 4.1. Testing Normality Assumptions

Group		N		Skewness		Kurtosis		
		Statistic	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
Plickers	QPT	30	.056	.427	0.13	-.774	.833	-0.93
	Pretest	30	.326	.427	0.76	-.179	.833	-0.21
	Posttest	30	-.351	.427	-0.82	-.577	.833	-0.69
Traditional	QPT	27	-.382	.448	-0.85	-1.041	.872	-1.19
	Pretest	27	.388	.448	0.87	-.389	.872	-0.45
	Posttest	27	.236	.448	0.53	-.954	.872	-1.09

4.2.2. QPT General Language Proficiency Test

The validated QPT test was administered to 90 subjects. Based on the mean of 30.53 plus and minus one SD of 11.12 (Table 4.2), 57 subjects were selected to participate in the main study. The KR-21 reliability for the QPT was 0.92, which is an acceptable reliability index.

Table 4.2. Descriptive Statistics; Subject Selection Phase

N	Mean	Std. Deviation	Variance	KR-21
90	30.53	11.127	123.802	0.92

An independent t-test was run to compare the traditional and Plickers groups' means on the QPT in order to prove that they enjoyed the same level of general language proficiency prior to the main study. Based on the results displayed in Table

4.3 it was claimed that the Plickers (M = 30.90, SD = 11.06) and the traditional (M = 29.48, SD = 10.71) groups had almost the same means on the QPT.

Table 4.3. Descriptive Statistics; QPT by Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
QPT	Plickers	30	30.90	11.065	2.020
	Traditional	27	29.48	10.714	2.062

The results of the independent t-test ($t(55) = .49$, $p = .626$, $p \geq 0.05$, $r = .066$, representing a weak effect size) (Table 4.4) indicated that there was not any significant difference between the two groups' mean scores on the QPT. Thus, it was claimed that they enjoyed the same level of general language proficiency prior to the main study.

Table 4.4. Independent Samples Test, QPT by Groups

Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.000	.990	.491	55	.626	1.419	2.892	-4.377	7.214
Equal variances not assumed			.491	54.691	.625	1.419	2.887	-4.367	7.204

Note. The negative 95 % lower bound confidence interval of -4.37 indicated that the difference between the two groups' means on the QPT could have been zero. Thus the above mentioned conclusion as no significant difference between the two groups' means was correctly made.

It should be noted that the assumption of homogeneity of variances was met (Levene's $F = .000$, $p = .990$). That is why the first row of Table 4.4, i.e. "Equal variances assumed" was reported.

4.2.3. Pretest of Grammar (Present Perfect Tense)

An independent t-test was run to compare the two groups' means on the pretest in order to prove that they enjoyed the same level of grammatical ability (Present Perfect Tense) prior to the main study. Based on the results displayed in Table 4.5 it was claimed that the Plickers ($M = 11.13$, $SD = 5.22$) and Traditional ($M = 10.74$, $SD = 4.85$) groups had almost the same means on the pretest.

Table 4.5. Descriptive Statistics; Pretest of Present Perfect Tense by Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Plickers	30	11.13	5.224	.954
	Traditional	27	10.74	4.856	.935

The results of the independent t-test ($t(55) = .29$, $p = .771 \geq 0.05$, $r = .039$, representing a weak effect size) (Table 4.6) indicate that there was not any significant difference between the two groups' mean scores on the pretest. Thus, it was claimed that they enjoyed the same level of present perfect tense prior to the main study.

Table 4.6. Independent Samples Test, Pretest of Present Perfect Tense by Groups

Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference			
F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Equal variances assumed	.061	.806	.293	55	.771	.393	1.341	-2.294	3.079
Equal variances not assumed			.294	54.935	.770	.393	1.335	-2.284	3.069

Note. The negative 95 % lower bound confidence interval of -2.29 indicated that the difference between the two groups' means on the pretest could have been zero. Thus the above mentioned conclusion as no significant difference between the two groups' means was correctly made.

It should be noted that the assumption of homogeneity of variances was met (Levene's $F = .061$, $p = .806$). That is why the first row of Table 4.6, i.e. "Equal variances assumed" was reported.

4.2.4 The First Research Question

Does traditional method have any significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense?

A paired-samples t-test was run to compare the traditional group's means on the pretest and posttest of *present perfect tense* in order to probe the first research question. Based on the results displayed in Table 4.7 it was claimed that the traditional group ($M = 13.96$, $SD = 4.73$) had a higher mean on the posttest than the pretest ($M = 10.74$, $SD = 4.85$).

Table 4.7. Descriptive Statistics; Pretest and Posttest of Present Perfect Tense (Traditional Group)

Group		Mean	N	Std. Deviation	Std. Error Mean
Traditional	Posttest	13.96	27	4.735	.911
	Pretest	10.74	27	4.856	.935

The results of the paired-samples t-test ($t(26) = 2.39$, $p = .024$, $p \leq 0.05$, $r = .420$ representing a moderate to large effect size) (Table 4.8) indicated that there was a significant difference between the Traditional group's mean scores on the pretest and posttest of present perfect tense. Thus, the first null-hypothesis as "traditional method has no significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense." was rejected.

Table 4.8. Paired-Samples Test, Pretest and Posttest of Present Perfect Tense (Traditional Group)

Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
			Lower	Upper			
3.222	6.985	1.344	.459	5.986	2.397	26	.024

Figure 4.1 below also presents the pretest and posttest of present perfect tense (Traditional Group). Based on the results displayed in the figure it is seen that the traditional group ($M = 13.96$) had a higher mean on the posttest than the pretest ($M = 10.74$).

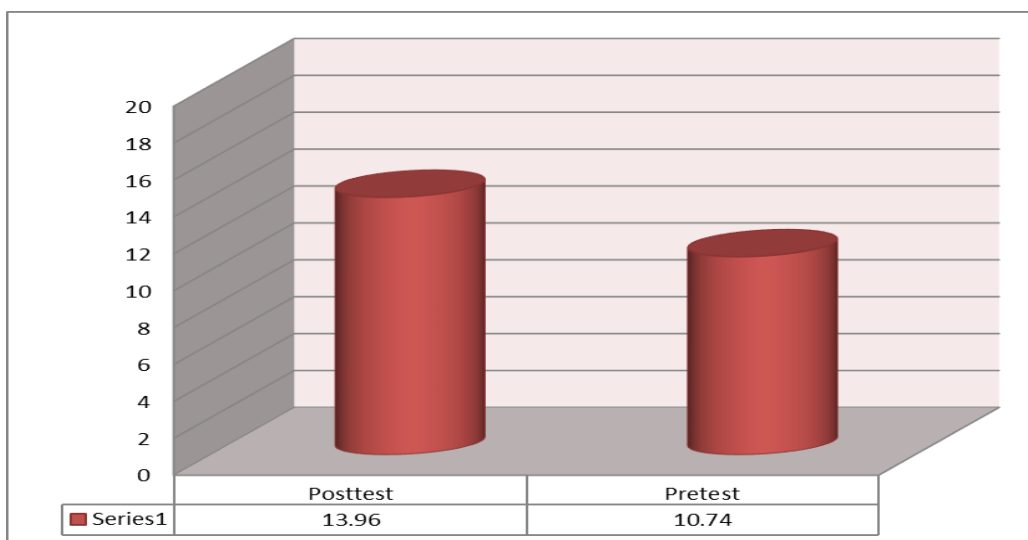


Figure 4.1. Pretest and posttest of present perfect tense (traditional group)

4.2.5. The Second Research Question

Does Plickers application have any significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense?

A paired-samples t-test was run to compare the Plickers-based classroom instruction group's means on the pretest and posttest of present perfect tense in order to probe the second research question. Based on the results displayed in Table 4.9 it was claimed that the Plickers (M = 18.10, SD = 4.03) had a higher mean on the posttest than pretest (M = 11.13, SD = 5.22).

Table 4.9. Descriptive Statistics; Pretest and Posttest of Present Perfect Tense (Plickers Group)

Group		Mean	N	Std. Deviation	Std. Error Mean
Plickers	Posttest	18.10	30	4.037	.737
	Pretest	11.13	30	5.224	.954

The results of the paired-samples t-test ($t(29) = 5.33, p = .000 \leq 0.05, r = .770$, representing a large effect size) (Table 4.10) indicated that there was a significant difference between the Plickers group's mean scores on the pretest and posttest of

present perfect tense. Thus, the second null-hypothesis as “Plickers application has no significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense”, was rejected.

Table 4.10. Paired-Samples Test, Pretest and Posttest of Present Perfect Tense (Plickers Group)

Paired Differences								
Mean	Std. Deviation	Std. Mean	Error	95% Confidence Interval of the Difference		T	df	Sig.(2-tailed)
				Lower	Upper			
6.967	7.156	1.306		4.295	9.639	5.332	29	.000

Figure 4.2 below also presents the pretest and posttest of present perfect tense (Plickers group). Based on the results displayed in the figure 4.2 it is seen that Plickers instruction group (M = 18.10) had a higher mean on the posttest than the pretest (M = 11.13).

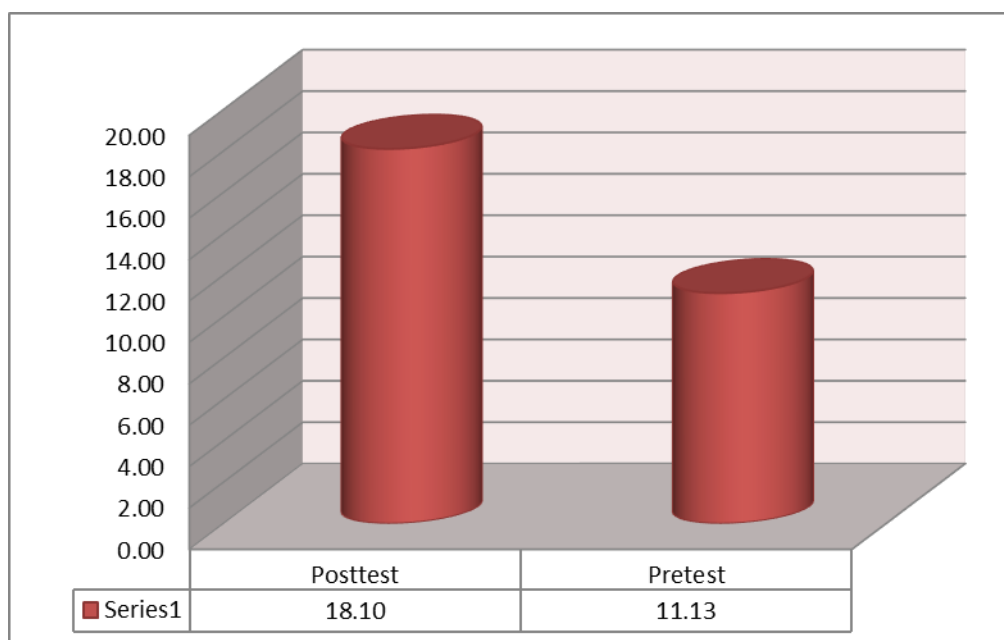


Figure 4.2. Pretest and posttest of present perfect tense (Plickers group)

4.2.6. The Third Research Question

Is there any significant difference between the effects of Plickers application and the traditional method on the achievement of 7th grade students of middle school regarding the present perfect tense?

An independent t-test was run to compare the two groups' means on the posttest in order to probe the third research question. Based on the results displayed in Table 4.11, it was claimed that the Plickers group (M = 18.10, SD = 4.03) had a higher mean on the posttest than the traditional group (M = 13.96, SD = 4.736).

Table 4.11. Descriptive Statistics; Posttest of Present Perfect Tense by Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Plickers	30	18.10	4.037	.737
	Traditional	27	13.96	4.735	.911

The results of the independent t-test ($t(55) = 3.55, p = .001, p \leq 0.05, r = .43$, representing a moderate to large effect size) (Table 4.12) indicated that there was a significant difference between the two groups' mean scores on the posttest. Thus, the third null-hypothesis as "there is no significant difference between the effects of Plickers application and the traditional method on the achievement of 7th grade students of middle school regarding the present perfect tense", was rejected. In fact, Plickers instruction proved to be more effective than the traditionally supported one.

Table 4.12. Independent Samples Test, Posttest of Present Perfect Tense by Groups

Levene's Test for Equality of Variances									
t-test for Equality of Means									
	F	Sig.	T	Df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.143	.290	3.560	55	.001	4.137	1.162	1.808	6.466
Equal variances not assumed			3.530	51.418	.001	4.137	1.172	1.784	6.490

It should be noted that the assumption of homogeneity of variances was met (Levene's $F = 1.14$, $p = .290$). That is why the first row of Table 4.12, i.e. "Equal variances assumed" was reported.

4.3. RESULTS: QUALITATIVE DATA ANALYSES

In this section the perspectives of EFL learners taking part in the study on employing the Plickers application and the traditional method in teaching grammar in the EFL classroom will be presented.

What are the perspectives of EFL learners on employing the Plickers application and the traditional method in the EFL classroom?

An interview guide was used to collect qualitative data to answer this question. The instrument was used to elicit the perspectives of EFL learners about the Plickers application and the traditional method in teaching grammar in the EFL classroom. The interview was a face to face semi-structured interview involving 20 randomly

selected participants. Of the 20 participants 10 were the ones from the Plickers group and the other 10 were from the traditional group receiving ALM. They were asked for their ideas about employing the teaching method used in their classrooms and the impact it could have on EFL learners' development. The data were analyzed and categorized through open coding (general related views) and axial coding (specific issues). The results of the interviews with regard to the students' posterior views to the intervention process they had taken were as follows.

Item One:

How do you feel about the method your teacher used in the classroom this term?

Ten EFL learners from each group presented their ideas concerning the method they had taken in their respective classrooms as categorized in Table 4.13 below. As the table shows all the interviewees (100%) in the Plickers group presented that they had enjoyed a friendly atmosphere in the class, while for the ALM group it was just 40 percent. In terms of motivation, 70 % of the Plickers group participants mentioned that the amount of motivation was high in the classroom, while it was low for the ALM (50%) group. Similar results were obtained concerning the students' talking about their life experiences in the classroom, being involved in the classroom activities, and taking part in the classroom discussions. Likewise, it was found that cooperation techniques were mainly used in the Plickers class. Finally, students could improve their English as well as their understanding of the world around in the Plickers classroom more than the traditional method.

Table 4.13. Participants' Viewpoints about Plickers and ALM (Traditional) Methods in the EFL classroom

No.	Viewpoint	PLICK	ALM	PLICK	ALM
		ERS		ERS	
1	The class enjoyed a friendly atmosphere.	10	4	80%	40%
2	The amount of motivation was high in the classroom.	7	5	70%	50%
3	Students talked about their life experiences.	8	5	80%	50%
4	Almost all the students were involved in the classroom activities.	8	5	80%	50%
5	Students had to read a lot outside the classroom to play a significant role in the classroom discussions.	10	6	100%	60%
6	The cooperation techniques we used in the class was useful.	4	2	40%	20%
7	Students could improve their English as well as their understanding of the world around.	7	3	70%	30%
8	The class was boring.	3	8	30%	80%

Item Two:

How well have you learned to improve your English from the feedback provided by the teacher?

The most frequently mentioned viewpoints by the students in the two groups concerning their L2 development under the effect of the feedback provided by their teachers in the intervention period were categorized in Table 4.14 below. Based on

the results categorized, in almost all the four factors signified by the students in the Plickers group gained priority over those of the ALM group. This means that the feedback provided by teacher has helped L2 learners to improve their L2 ability in the Plickers more than the traditional method.

Table 4.14. Students' Viewpoints about their Teacher's Feedback on L2 Performance

1. Feeling about learning English	Very Confident	Confident	Not Confident
	PLICKERS (70%)	PLICKERS (20%)	PLICKERS (10%)
	ALM (20 %)	ALM (30 %)	ALM (50 %)
2. The amount of effort one makes on doing assignment	Significant	Appropriate	Inadequate Effort
	PLICKERS (70%)	PLICKERS (20%)	PLICKERS (20%)
	ALM (0.30 %)	ALM (20 %)	ALM (50 %)
3. Understanding the feedback on the assignment	Mostly Understand	Somewhat Understand	Inadequately Understand
	PLICKERS (80%)	PLICKERS (20%)	PLICKERS (0.20%)
	ALM (0.20 %)	ALM (20 %)	ALM (60 %)
4. Understanding the teacher's comments on the assignment.	Mostly Understand	Somewhat Understand	Inadequately Understand
	PLICKERS (80%)	PLICKERS (20%)	PLICKERS (10%)
	ALM (60 %)	ALM (20 %)	ALM (20 %)
5. Ability to correct mistakes using the feedback from the teacher	Yes	Maybe	No
	PLICKERS (70%)	PLICKERS (20%)	PLICKERS (20%)
	ALM (20 %)	ALM (30 %)	ALM (50 %)

Item Three:

Did you (as students) and your teacher negotiate on decisions to be made about assignments and activities? How do you feel about that?

The most frequently mentioned viewpoints by the students of the two groups concerning their feelings about decisions to be made about assignments and activities through teacher-student negotiations were categorized in Table 4.15 below.

In terms of taking the responsibility of learning, which is one of the most significant factors in the negotiated syllabus focused on in the Plickers application, majority of the learners (80 %) indicated that they could take the responsibility of their learning. However, in the ALM group 60% mentioned that they did not take the responsibility of their learning. Likewise, majority of the ALM group students (70%) did not feel they could be autonomous in learning and promote their power of learning.

Concerning the accurate mastery of language forms vast majority of the Plickers group (70%) thought that teacher-student negotiations on decision making had helped them gain proper mastery of language forms, while only minority of ALM individuals taking part in the study (10 %) supported this idea. In addition, majority of Plickers (70 %) learners thought that teacher-student negotiations on decision making had helped them apply the learned material to new contexts, while only minority of the ALM individuals taking part in the study (10 %) supported this idea.

Table 4.15. Students' Viewpoints about their Teacher-Student Negotiations on Decision Making

	Much to Very Much	Moderately	Little to A little
1. Taking the responsibility of learning	PLICKERS (80%)	PLICKERS	PLICKERS
	ALM (30 %)	ALM (10 %)	ALM (60 %)
2. Feeling autonomous in learning and promotion of the power of learning	PLICKERS (60%)	PLICKERS	PLICKERS
	ALM (10 %)	ALM (20 %)	ALM (70 %)
3. Accurate mastery of language forms and grammar	PLICKERS (70%)	PLICKERS (20%)	PLICKERS (10%)
	ALM (10 %)	ALM (20 %)	ALM (70 %)
4. Application of learned material to new contexts	PLICKERS (70%)	PLICKERS (20%)	PLICKERS (10%)
	ALM (10 %)	ALM (10 %)	ALM (80 %)
5. Understanding of language rules	PLICKERS (80%)	PLICKERS (10%)	PLICKERS (10%)
	ALM (20 %)	ALM (20 %)	ALM (60 %)
6. Facilitating the learning process	PLICKERS (80%)	PLICKERS (10%)	PLICKERS (20%)
	ALM (20 %)	ALM (10 %)	ALM (70 %)

In terms of understanding of language rules, only minority of ALM learners (20 %) thought that teacher-student negotiations on decision making had helped them understand language rules well, while majority of the Plickers group individuals taking part in the study (80 %) supported this idea. Likewise, only minority of ALM learners (20 %) thought that teacher-student negotiations on decision making had facilitated the learning process for them, while vast majority of the Plickers (80%) individuals taking part in the study supported this idea.

Item Four:

Do you think you can employ your classroom learning in your daily life?

Almost all of the learners from the two groups who were interviewed presented similar ideas in this regard. The notions presented by the learners in the two groups were using classroom learning for academic purposes, reading literary books, watching films, listening to music, and overseas and business trips as well as communication. In addition, some of the students had mentioned that they could use their classroom learning for emailing and using the Internet. Table 4.16 below summarizes the ideas presented at the posttest level by the 10 students randomly selected from each group from among the study participants.

Table 4.16. Students' Views about Using Classroom Learning in Daily Life

No.		Percentage			
		PLICKERS	ALM	PLICKERS	ALM
1	Academic Purposes	10	10	100%	100%
2	Read Books (Literature)	10	10	100%	100%
3	Watch Films /Listen to Music,	10	8	100%	80%
4	Overseas Trips/Communication	10	10	100%	100%
5	Emailing/Internet	10	10	100%	100%
6	Business	8	7	80%	70%

Item Five:

Do you think you can assess your own L2 development in terms of writing, speaking, vocabulary, grammar, and listening, and speaking in English?

The most frequently mentioned viewpoints by the students concerning their ability to assess their L2 ability and its skills and components were categorized in Table 4.17 below. As the table displays, the participants' preferences of types of errors to be focused on are important to the participants of both groups. The results showed that;

- A. Both groups preferred grammatical errors to be focused on as much as possible (100%)
- B. ALM group (100%) preferred lexical resource errors to be focused on more than the Plickers (80%) group.
- C. Speaking and listening errors were similarly preferred by both groups.
- D. Errors related to reading and writing were also similarly focused on by both groups.

Table 4.17. Types of Errors Focused on in Assessing L2 Classroom (by Groups)

		Methods		
			PLICKERS	ALM
Errors to be focused on in assessing L2 development in the Self-assessment process	Grammatical	N	10	10
		%	100%	100%
	Vocabulary	N	8	10
		%	80%	70%
	Writing	N	8	9
		%	80%	90%
	Speaking	N	8	8
		%	80%	80%
	Reading	N	8	8
		%	80%	80%
	Listening	N	9	8
		%	90%	80%

Item Six:

Is there anything you would like to say about the method your teacher used in the classroom in the semester just finished?

The students of the two groups who were interviewed mentioned some significant points concerning the positive points of previous methods and techniques they experienced in their respective instructional types in the current study. They are presented in Table 4.18 below.

Table 4.18. Students' Views about Positive / Negative Points of the Methods Just Received

No	Views	Frequency (f)		Percentage	
		PLICKERS	ALM	PLICKERS	ALM
1					
2	The class was very friendly	8	6	80%	60%
	Motivating students to go on	7	5	70%	50%
3	Using films, clips, and teaching aids	7	4	70%	40%
	Emphasizing L2 Grammar	8	7	80%	70%
4	Making students work hard	8	7	80%	70%

The learners in the Plickers group mentioned that they liked the classroom and found it absolutely friendly compared to the previous classes and methods. Also, they emphasized the knowledge and information they could receive throughout the semester was more than what they had received in the previous semesters. In addition, they felt highly motivated in the classroom and could connect the classroom learning to their extracurricular activities and studies. However, the weak students in the Plickers and ALM groups had reported to have got tired as the assignments were beyond their ability and they had not been able to cope with all of them.

An important issue which is worth mentioning is that in negotiated syllabus, which is stressed in the Plickers group under the effect of assessment theories, a key feature is the matter of shared decision-making which invites all students to participate and have their share in influencing the decisions. However, it is the views of the most vocal which seems to be heard, not of those who keep silent and do not share their opinions. Unfortunately, the less active learners in the present study belonged to the latter group.



CHAPTER 5

FINDINGS AND DISCUSSION

5.1. INTRODUCTION

In this section, the test results obtained from the study and qualitative and quantitative findings are presented. Then, the discussion of findings against previous works of literature will be offered.

In an attempt to evaluate the comparative effects of Plickers application as technology oriented method vs. Audio Lingual Method (ALM) as a traditional method on the achievement of English present perfect tense among 7th grade students of middle school in Turkey who were at the A2 level in terms of language proficiency, four research questions were posed. This section deals with the findings and discussion of the findings concerning each research question.

5.2. FINDINGS

5.2.1. Research Question One

Does traditional method have any significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense?

The results of the paired-samples t-test ($t(26) = 2.39$, $p = .024$, $p \leq 0.05$, $r = .420$ representing a moderate to large effect size) (as mentioned in chapter 4, Table 4.8) indicated that there was a significant difference between the Traditional group's mean scores on the pretest and posttest of present perfect tense. Thus, the first null-hypothesis as "traditional method has no significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense." was rejected. This means that the ALM has been successful in paving the ground for the development of present perfect tense among the Turkish EFL learners at the A2 level.

5.2.2. Research Question Two

Does Plickers application have any significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense?

The results of the paired-samples t-test ($t(29) = 5.33, p = .000 \leq 0.05, r = .770$, representing a large effect size) (as presented in chapter four Table 4.10) indicated that there was a significant difference between the Plickers group's mean scores on the pretest and posttest of present perfect tense. Thus, the second null-hypothesis as "Plickers application has no significant effect on the achievement of 7th grade students of middle school regarding the present perfect tense", was rejected. This, in its own turn, shows that Plickers application has helped the development of present perfect tense among the study participants.

5.2.3. Research Question Three

Is there any significant difference between the effects of Plickers application and the traditional method on the achievement of 7th grade students of middle school regarding the present perfect tense?

The results of the independent t-test ($t(55) = 3.55, p = .001, p \leq 0.05, r = .43$, representing a moderate to large effect size) (as mentioned in chapter four in Table 4.12) indicated that there was a significant difference between the two groups' mean scores on the posttest. Thus, the third null-hypothesis as "there is no significant difference between the effects of Plickers application and the traditional method on the achievement of 7th grade students of middle school regarding the present perfect tense", was rejected. In fact, Plickers instruction proved to be more effective than the traditionally supported one.

5.2.4. Research Question Four

What are the perspectives of EFL learners on employing the Plickers application and the traditional method in the EFL classroom?

All in all, the learners in the Plickers group mentioned that they liked the classroom and found it absolutely friendly compared to the previous classes and methods. Also, they emphasized the knowledge and information they could receive throughout the semester was more than what they had received in the previous semesters. In addition, they felt highly motivated in the classroom and could connect the classroom learning to their extracurricular activities and studies. However, the weak students in the Plickers and ALM groups had reported to have got tired as the

assignments were beyond their ability and they had not been able to cope with all of them.

An important issue which is worth mentioning is that in negotiated syllabus, which is stressed in the Plickers group under the effect of assessment theories, a key feature is the matter of shared decision-making which invites all students to participate and have their share in influencing the decisions. However, it is the views of the most vocal which seems to be heard, not of those who keep silent and do not share their opinions. Unfortunately, the less active learners in the present study belonged to the latter group.

5.3. DISCUSSION

The results of data analysis firstly revealed that employing Plickers application in teaching grammar has a statistically significant effect on the improvement of grammatical knowledge of Turkish EFL learners. In this respect, it was found that the Plickers group significantly outperformed the traditional group on the posttest of present perfect tense. Secondly, it was shown that employing Tweeter in teaching grammar has motivated the A2 level learners, has been attractive to them, and has created a friendlier atmosphere the process of L2 development.

The findings of the present study are in line with the results of the previous research. The literature recorded about the effects of both technology based (i.e., PLICKERS) and ALM classroom training (the conventional or traditional method) of second language has confirmed the effectiveness of both of these training techniques.

Some researchers have found that technology oriented learning is more helpful for the ESL /EFL learners in the process of second language development: Nation (1990) also stated that in technology oriented learning, learners' attention is on the content of message that is conveyed rather than on memorizing vocabulary items. Furthermore, he stated that remarkable vocabulary learning can occur when the amount of unknown vocabulary is low in conveyed messages. Robinson (2005) surveyed the effectiveness of technology oriented natural learning *Samoan* as a foreign language. Participants were Japanese undergraduate students. The finding of the study revealed that technology oriented learning of the three types of structures on old grammatical items in a grammaticality judgment test and only one type of structure (the locative type) on

new grammatical items. Keller's (2008) study on principles of motivation to learn and e-learning also prove that a good number of learners enjoy intrinsic motivation to use e-learning as a part of their educational system due to its novelty and atmosphere.

Likewise, Shively (2010) who proposed a model of L2 instruction for study abroad investigated both the technology oriented and the conventional methods and their features in this regard. He highlights the point that cultural factors are bound to pragmatic issues and "the study of pragmatics can be a valuable component in a program that prepares students to learn both language and culture in study abroad" (Shively, 2010, p. 105). He concluded that technology oriented learning of Spanish culture and pragmatics was successful as it provided a model for pragmatic instruction in the study abroad context for the students and helped them improve their pragmatic knowledge of the Spanish world. Also, Bianca's (2019) study on the effect of Plickers on college student engagement and grades proved that this application could significantly affect the learners' performance in the educational setting.

The overall finding of the study which stresses the success of the Plickers-based instruction of L2 grammar within the body of L2 development can take support from Chng and Rachel's (2018) study concerning the use of Plickers as an assessment tool in health and physical education settings. The present findings are in line with another study conducted by Demirkan et al. (2017) on teachers' opinions about Plickers application and its success both as a training tool and a formative assessment software. Consequently, we can come to know that Plickers usage paves the way for the learners' L2 development.

The usage of Plickers proved significant in terms of motivation enhancement in the present study. This is also in line with Deverson's (2016) study concerning the benefits of using Plickers in the EFL classroom such as enhancing gamification, creating a friendly atmosphere, encouraging peer-correctional and cooperation, and decreasing the threatening and stressful competitions.

The study findings based on the interviews with the students also showed that through Plickers, the learner community could help each other improve their learning abilities and get motivated to solve problems in a cooperative mode. Similar results have been reported by Jung, Marasti, and Yong (2018) who studied the effect of Plickers on college student engagement and grades.

The present study findings could also be in line with a good number of studies focusing on the relationship between motivation and academic performance of the

students in L2 classroom: In this regard, the present findings are in line with Afzal, Imran, Aslam Khan, and Kashif's (2011) study of university students' motivation and its relationship with their academic performance. Likewise, Dornyei (2003) considers motivation as a key factor in second and foreign language learning. Hence, any device or application facilitating this process is of prime significance and Plickers which was studied in the present research has proved successful in this regard.

Likewise, another finding of the study stresses the success of the Plickers based instruction of L2 grammar of the participants. This can also take support from Chen's (2016) study which investigated task-based instruction and 3D multi-user virtual learning of the EFL learners in China in a 10-session period. This study implicated that:

- 1) 3D multimodal resources in SL provide EFL learners with visual and linguistic support and facilitate language teaching and learning; and 2) tasks that draw upon SL features, accommodate learners' cultural/world knowledge, and simulate real-life scenarios, can optimize learners' virtual learning experiences. (Chen, 2016, p. 152)

The present study found that the Plickers based instruction of EFL learners significantly affected their L2 grammar development and more specifically it was illustrated in the present perfect tense knowledge of the participants. This is in line with Seth, Okpatah, Richard, Coffie, and Justice's (2019) study in the EFL context of Ghana. In their study, they found that students and schools that adopt technology-oriented dedicational systems are far well benefited from its values and positive points, although it come with some challenges such as the demand such a system put on the shoulders of users and operators to have ICT knowledge and skills which may not be readily available. Likewise, Altakhaineh and Al-Jallad (2018) found that Twitter, Plickers and Facebook significantly affected teaching mechanics of writing to Arabic EFL Learners. Similar results have been reported by Kent (2019) who used Plickers in assessing the secondary school learners' final exams.

On the other hand, some other research results advise the conventional, non-technology oriented classroom instruction and learning of second language vocabulary, grammar, and even pragmatic issues: Schmidt (1993) revealed that while technology oriented learning is possible and happens to a certain level, directing students' attention to relevant features in the input is highly facilitative in L2 development. Also Schmidt argued in favor of awareness raising techniques in

teaching pragmatic competence in the L2 classroom. It was stressed that it is very unlikely that learners learn target language features through virtual world. Moreover, Suvanto (2013) believed that without noticing, it is almost impossible that input becomes intake and he defined intake as "that part of the input that the learners' notices"(p.139). He further declared that no matter the learners attend to the linguistic form or target forms really or technologically, once it was noticed, it transited into intake. He also stated that all aspects of language including pragmatics, syntax, semantic, lexicon, etc. should be noticed. Consequently, there is evidence that a relationship exists between what learners notice and understand about the target language features and what they learn. Kasper (2001) also confirms that conventional classroom instruction supported by the immediate social context can positively affect L2 development.

Schmidt (2010) explained that both technology oriented and conventional classroom learning could promote verbal awareness of the learners. Hulstijin's (2011) study showed that classroom instruction as a deliberate attempt to commit new words or expressions to memory facilitated the acquisition of words or expressions without intention to commit the elements to memory.

Theoretically speaking, Ellis (2008) argued that face to face classroom learning involves a deliberate attempt to learn, which may or may not involve awareness, while technology oriented learning is the learning without intention, which may involve ad hoc attention to some other features of the L2 such as good commands of expressions, slangs, and jargons. This shows that both of these learning types could be effective in teaching speech acts to the EFL learners in attempt to increase their pragmatic awareness.

The present study found that conventional classroom learning which enjoyed inductive instruction of grammar was also successful, through less than the Plickers oriented learning which heavily relied on the implicit norms of learning as in the Internet world, and even training situations supported by net, the main focus is on the content than the language, grammatical structures, and formality of speech. This finding is line with Thomas et al.'s (2016) study results on the usage of Plickers in the high schools and its relationship with learners' creativity enhancement. This does not however imply that technology oriented grammar learning is unconscious and creativity appears without any trials and efforts. In fact, technology oriented learning is conscious especially when learners try to guess meaning from a particular context,

such as when reading newspaper or listening to the radio, or watching movies in the social media or via the net. In this regard, Nation (2010) also argues that the “distinction is not so easy to observe particularly if we consider the fact that all learning involves some conscious attention” (p. 233).

Recent research confirms that conventional classroom interactions and learning of some target language concepts such as pragmatics and cultural issues of the target language apparent in the inter-language, is more successful than their virtual learning: Gironzetti and Koike (2016) compared two types of instruction, virtual and real, in promoting learning techniques aiming at bridging the gap in Spanish instructional pragmatics and found that real classroom instruction was more successful. However, another study conducted in Japan (Takimoto, 2013) showed technology oriented and conventional classroom instruction of pragmatics, specifically request hedges, do not differ that much. Takimoto investigated the effects of two types of intention-oriented and input-based approaches, which represented real classroom and virtual learning-induced instruction types, on learners’ recognition and production of English request hedges. The results demonstrated that both real and virtual learning-induced instruction groups performed significantly better than the control group on an acceptability judgment test. However, no significant difference was found between the two in this regard.

In this study, that Plickers seemed to be a game like activity for the students and motivated them. The feedback type the learners received was also very noteworthy as it was the immediate feedback provided by the machine and the supported by the peer feedback in the small groups formed for more cooperation in terms of L2 grammar development. Also, facilitating the assessment process was another positive point the learners referred to.

To sum up, the present study was an attempt to find out the impact of Plickers and conventional classroom instructions on the development of present perfect tense in L2 grammar of Turkish EFL learners. The results of the data analyses demonstrated that both of these instructional types are effective in promoting EFL learners’ motivation and interest as well as L2 commands of grammar, meanwhile, the Plickers supported classroom type of instruction is more conducive to good results.

CHAPTER 6

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

6.1. INTRODUCTION

In the first part of Chapter 6, a summary of the study is presented. Then, the conclusions of the study will be presented. In the second part, the pedagogical implications will appear, and in the third part of chapter 6, suggestions for further research will be dealt with.

6.2. CONCLUSION

The aim of this study is to determine the results of comparing the effects of Plickers application and ALM as a traditional method on the achievement of “Present Perfect Tense” among A2 proficiency level Turkish EFL learners studying at the 7th grade of the middle school. Thanks to Plickers, it was proved that the students became more active in the English classroom and found the course attractive and friendly. Likewise they could improve their L2 grammar, especially the present perfect tense.

As a result of the qualitative and quantitative data analyses made in the study, in the exams and activities made by means of Plickers, it was observed that there was an increase in the posttest scores of the students compared to their pretest scores, and that academic achievement was provided.

Based on the literature on the application of technology, and more specifically Plickers, in the L2 classroom and its effects on motivation of the EFL /ESL learners (Afzal et al., 2011; Altakhaineh & Al-Jallad, 2018; Bianca, 2019; Dornyei, 2003), employing Plickers could promote motivational aspects of second language development in general, and L2 cooperation in the classroom, in particular among Turkish EFL learners.

Also, in line with the literature on the application of Plickers in the L2 classroom and its effects on L2 grammar development of the EFL /ESL learners (Altakhaineh & Al-Jallad, 2018; Chen, 2016; Chng & Rachel, 2018; Demirkan et al., 2017; Jung et al., 2018; Seth et al., 2019), employing Plickers can promote L2

grammar development of Turkish EFL learners. Likewise, It can be said that that Plickers are different from traditional method keep away a large number of the students from exam stress. The qualitative findings obtained from the study supportee feature this case, as well. Hence, it could be concluded that findings of this current study extended earlier understandings of Plickers and its application in an EFL environment and could contribute to the advancement of future courses in terms of their pedagogical aspects.

6.3. PEDAGOGICAL IMPLICATIONS

The present study demonstrated that employing both conventional (traditional) and Plicker supported types of instruction and learning can influence the EFL learners' grammar development in the process of second language learning. However, the share of Plickers was more in this regard. EFL learners need to know native like lexical items, idioms, expressions, vocabularies, phrasal verbs, grammatical points, preferences, dictions, and the like for a native like performance. Therefore, according to the results of the present study, some implications for teaching and learning of English as a second/ foreign language through employing Plickers oriented tasks can be suggested.

The positive impact of Plickers supported instruction in the ESL/EFL classrooms paves the way for providing an atmosphere in which learners improve their second language skills and motivation to learn and use English eagerly in a cooperative mode (Seth et al., 2019). Employing user-friendly tasks aiming at facilitating the retention of pragmatic issues through recognizing the situations and contexts and identification of cultural points have also recorded effective in this regard (Shyamlee & Phil, 2012).

Plickers supported L2classroom instruction could be employed by second language teachers to make the learners more aware of what they are dealing with. The assumption is that virtual instruction tasks can facilitate learning (Altakhaineh & Al-Jallad, 2018; Chng & Rachel, 2018; Deverson, 2016), and learners enjoy a cooperative mode in the language classroom and pay attention to their peer's development. This way cooperation and collaboration will be energized and enriched through the motivation they have (Michael et al, 2019; Shively, 2010; Takimoto,

2013) and competition will be minimized. This way the learners amalgamate the classroom discussions and develop an acceptable level of second language (Kent, 2019).

English teachers and learners could employ both technology oriented and conventional classroom instructions and its related tasks in their classes to facilitate learning. This way the classroom interactions could be enhanced and would help subsequent language development of the learners. Helping the EFL learners to get familiar with and aware of the cultural norms, expressions, idioms, and dictions paves the way for the learners to use the second language they are developing in a more appropriate way (Krause, O'Neil & Dauenhauer, 2017).

Materials developers in the ELT domain also could employ the findings of the present study and those of the similar ones to present tasks in which learners' awareness toward L2 grammar as well as cultural norms of the real language in use is enhanced. Such tasks may help the learners move towards cooperative learning, peer and self-evaluation, cognitive learning, cultural literacy, and meaningful learning.

6.4. SUGGESTIONS FOR FURTHER RESEARCH

The findings of the present study have some limitations as mentioned in chapter I, and further research is needed for investigations:

1. The same hypothesis can be formulated for Turkish language learners at different levels of language proficiency. It is worth investigating whether providing learners at various proficiency levels with different technology oriented applications such as Plickers and its usage techniques can have the same effects on the learners' general language knowledge, motivation development and L2 grammar development.
2. Future studies might consider examining the residual effects of Plickers supported instructional activities and tasks to explore whether and how long-term these effects actually could be. A semi-longitudinal study of effect of employing Plickers on a specific group of learners can reveal if this theory energizes retention of information and language development in the learners' mentality or not.
3. In addition, the present study was delimited to studying the effects of Plickers on L2 grammar development of the EFL learners. Further studies may be needed to replicate the findings with various language skills or components.

4. Further research is recommended to explore the role of technology, motivation, cooperative learning, feedback presentation, recast orientation, instructed noticing, attention, and awareness in developing grammar, vocabulary, or any other skill and component of the second language and their relationship together or the probable effect they leave on learner autonomy, self-regulatory factors of learning, and learner motivation.

5. The main focus of the study was on the young learners (between 13 and 14), therefore, other age ranges were deliberately excluded from the study. Hence, the age of the learners in different intervals could be taken into consideration in another study of the same type with a bigger size to present more generalizable results and findings.

6.5. CONCLUDING REMARKS

The findings revealed that instruction of L2 grammar through both conventional and virtual techniques presented by Plickers is conducive to the promotion of L2 grammar (present perfect tense) among the EFL learners in the Turkish school context; meanwhile, Plickers classroom learning of grammar was more fruitful in this regard and could better increase the motivation of the EFL learners. The findings are in line with the research previously conducted in the domain of conventional classroom and virtual instruction of second language components.

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APPENDICES

APPENDIX A

Oxford Placement Test

Oxford University Press

And

University of Cambridge Local Examinations Syndicate

Quick Placement Test

Time: 30 minutes

Name:

Date:

Number of correct answers:

Questions 1 – 5

Where can you see these notices?

[For questions 1 to 5, mark **one** letter **A**, **B** or **C** on your Answer Sheet]

1. You can look, but don't touch the pictures.

A. in an office B. in a cinema C. in a museum

2. Please give the right money to the driver.

A. in a bank B. on a bus C. in a cinema

3. No parking please!

A. in a street B. on a book C. on a table

4. Cross bridge for trains to Edinburgh

- A. in a bank B. in a garage C. in a station

5. Keep in a cold place!

- A. on clothes B. on furniture C. on food

Questions 6 – 10

In this section you must choose the word which best fits each space in the text below. [For questions 6 to 10, mark **one** letter **A**, **B** or **C** on your Answer Sheet.]

THE STARS

There are millions of stars in the sky. If you look (6) the sky on a clear night, it is possible to see about 3000 stars. They look small, but they are really (7) big hot balls of burning gas. Some of them are huge, but others are much smaller, like our planet Earth. The biggest stars are very bright, but they only live for a short time. Every day new stars (8) born and old stars die. All the stars are very far away. The light from the nearest star takes more (9) four years to reach Earth. Hundreds of years ago, people (10) stars, like the North Star, to know which direction to travel in. Today you can still see that star.

6. A. at B. up C. on
7. A. very B. too C. much
8. A. is B. be C. are
9. A. that B. of C. than
10. A. use B. used C. using

Questions 11 – 20

In this section you must choose the word which best fits each space in the texts.

[For questions 11 to 20, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.]

Good smiles ahead for young teeth

Older Britons are the worst in Europe when it comes to keeping their teeth. But British youngsters (11) more to smile about because (12) teeth are among the best. Almost 80% of Britons over 65 have lost all or some (13) their teeth according to a World Health Organization survey. Eating too (14) sugar is part

of the problem. Among (15) , 12-year olds have on average only three missing, decayed or filled teeth.

- | | | | |
|----------------|-----------|-------------|------------|
| 11. A. getting | B. got | C. have | D. having |
| 12. A. their | B. his | C. them | D. theirs |
| 13. A. from | B. of | C. among | D. between |
| 14. A. much | B. lot | C. many | D. deal |
| 15. A. person | B. people | C. children | D. family |

Christopher Columbus and the New World

On August 3, 1492, Christopher Columbus set sail from Spain to find a new route to India, China and Japan. At this time most people thought you would fall off the edge of the world if you sailed too far. Yet sailors such as Columbus had seen how a ship appeared to get lower and lower on the horizon as it sailed away. For Columbus this (16) that the world was round. He (17) to his men about the distance travelled each day. He did not want them to think that he did not (18) exactly where they were going. (19), on October 12, 1492, Columbus and his men landed on a small island he named San Salvador. Columbus believed he was in Asia, (20) he was actually in the Caribbean.

- | | | | |
|-------------|-------------|------------|-----------|
| 16. A. made | B. pointed | C. was | D. proved |
| 17. A. lied | B. told | C. cheated | D. asked |
| 18. A. find | B. know | C. think | D. expect |
| 19. A. Next | B. Secondly | C. Finally | D. Once |
| 20. A. as | B. but | C. because | D. if |

Questions 21 – 40

In this section you must choose the word or phrase which best completes each sentence.

[For questions 21 to 40, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.]

21. The children won't go to sleep we leave a light on outside their bedroom.
A except B otherwise C unless D but
22. I'll give you my spare keys in case you.....home before me.
A would get B got C will get D get
23. My holiday in Paris gave me a great.....to improve my French accent.
A occasion B chance C hope D possibility
24. The singer ended the concerther most popular song.
A by B with C in D as

25. Because it had not rained for several months, there was aof water.
A shortage **B** drop **C** scarce **D** waste
26. I've always you as my best friend.
A regarded **B** thought **C** meant **D** supposed
27. She came to live here..... a month ago.
A quite **B** beyond **C** already **D** almost
28. Don't make such a! The dentist is only going to look at your teeth.
A fuss **B** trouble **C** worry **D** reaction
29. He spent a long time looking for a tie which with his new shirt.
A fixed **B** made **C** went **D** wore
30. Fortunately, from a bump on the head, she suffered no serious injuries from her fall.
A other **B** except **C** besides **D** apart
31. She had changed so much that.....anyone recognized her.
A almost **B** hardly **C** not **D** nearly
32. teaching English, she also writes children's books.
A Moreover **B** As well as **C** In addition **D** Apart
33. It was clear that the young couple were.....of taking charge of the restaurant.
A responsible **B** reliable **C** capable **D** able
34. The book.....of ten chapters, each one covering a different topic.
A comprises **B** includes **C** consists **D** contains
35. Mary was disappointed with her new shirt as the color.....very quickly.
A bleached **B** died **C** vanished **D** faded
36. National leaders from all over the world are expected to attend the.....meeting.
A peak **B** summit **C** top **D** apex
37. Jane remained calm when she won the lottery andabout her business as if nothing had happened.
A came **B** brought **C** went **D** moved
38. I suggest we.....outside the stadium tomorrow at 8.30.
A meeting **B** meet **C** met **D** will meet
39. My remarks were.....as a joke, but she was offended by them.
A pretended **B** thought **C** meant **D** supposed

40. You ought to take up swimming for the.....of your health.

- A concern B relief C sake D cause

Part 2

Do not start this part unless told to do so by your test supervisor

Questions 41 – 50

- In this section you must choose the word or phrase which best fits each space in the texts.
- For questions 41 to 50, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

Clocks

The clock was the first complex mechanical machinery to enter the home, (41).....It was too expensive for the (42)person until the 19th century, when (43).....production techniques lowered the price. Watches were also developed, but they (44).....luxury items until 1868 when the first cheap pocket watch was designed in Switzerland. Watches later became (45).....available and Switzerland became the world's leading watch manufacturing entre for the next 100 years.

41. A. despite B. although C. otherwise D. average
42. A. average B. medium C. general D. common
43. A. vast B. large C. wide D. mass
44. A. lasted B. endured C. kept D. remained
45. A. mostly B. chiefly C. greatly D. widely

Dublin City Walks

What better way of getting to know a new city than by walking around it? Whether you choose the Medieval Walk, which will (46)..... you to the Dublin of 1000 years ago, find out about the more (47).....history of the city on the Eighteenth Century Walk, or meet the ghosts of Dublin's many writers on the Literary Walk, we know you will enjoy the experience. Dublin City Walks (48).....twice daily. Meet your guide at 10.30 a.m. or 2.30 p.m. at the Tourist Information Office. No advance (49).....is necessary. Special (50).....are available for families, children and parties of more than ten people.

46. A. introduce B. present C. move D. show
47. A. near B. late C. recent D. close
48. A. take place B. occur C. work D. function
49. A. paying B. reserving C. warning D. booking
50. A. funds B. costs C. fees D. rates

Questions 51 – 60

- In this section you must choose the word or phrase which best completes each sentence.
- For questions **51** to **60**, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

51. If you're not too tired we could have a.....of tennis after lunch.
A match **B** play **C** game **D** party
52. Don't you get tired..... watching TV every night?
A with **B** by **C** of **D** at
53. Go on, finish the dessert. It needsup because it won't stay fresh until tomorrow.
A eat **B** eating **C** to eat **D** eaten
54. We're not used to.....invited to very formal occasions.
A be **B** have **C** being **D** having
55. I'd rather we.....meet this evening, because I'm very tired.
A wouldn't **B** shouldn't **C** hadn't **D** didn't
56. She obviously didn't want to discuss the matter so I didn'tthe point.
A maintain **B** chase **C** follow **D** pursue
57. Anyone..after the start of the play is not allowed in until the interval.
A arrives **B** has arrived **C** arriving **D** arrived
58. This new magazine is.....with interesting stories and useful information.
A full **B** packed **C** thick **D** compiled
59. The restaurant was far too noisy to be.....to relaxed conversation.
A conducive **B** suitable **C** practical **D** fruitful

60. In this branch of medicine, it is vital toopen to new ideas.

ALTE level	Paper and pen test score		Council of Europe Level
	Part 1 score out of 40	Part 1 score out of 60	
0 beginner	0-15	0-17	A1
1 elementary	16-23	18-29	A2
2 lower intermediate	24-30	30-39	B1
3 upper intermediate	31-40	40-47	B2
4 advanced		48-54	C1
5 very advanced		54-60	C2

A stand

B continue

C hold

D remain

APPENDIX B

Pretest of Present Perfect Tense

Pre-Test

NAME

SURNAME

CLASS:

PART A

Read the following statements about the **PRESENT PERFECT TENSE** . Are these statements TRUE or FALSE ? Mark in the appropriate column. (5x5=25p)

Statements	TRUE	FALSE
1. 'We use the present perfect tense to talk about actions that began and ended in the past .'		
2. 'We use ' ever' in questions to ask if somebody has done an activity before . If the person who we asked the question wants to give a negative answer, 'never' can be used in the response.'		
3. 'When we use the present perfect, there is a connection with now. The action in the past has a result now .'		
4. 'We can use have/has+ past participle to make prediction about the future . '		
5. 'When we use "for" in the present perfect, we cannot use a specific date or year but rather a duration of time.'		

PART B Choose the correct option to fill in the blanks. (25 x 3=75p)

1. A: Has Marry ever failed an exam?

B: No, she _____.

- A) hasn't
- B) haven't
- C) didn't
- D) hasn't failed

2. I _____ been _____ Belgium.

- A) have / too
- B) have / to
- C) has / to
- D) has / too

3. _____ your homework yet?

- A) Did you
- B) You did
- C) You have done
- D) Have you done

4. A: Are your relatives here yet?

B: Yes, they _____.

- A) have just arrived
- B) just arrive
- C) are just arriving
- D) arrived just

5. A: _____?

B: No, I haven't

- A) Have you never gone to Italy
- B) Have you went to Italy
- C) When have you go to Italy
- D) Have you ever gone to Italy

6. . Look what Philip _____ me for my birthday! A camera !

A) gave

B) have been giving

C) gives

D) has given

7. **A :** Have you ever _____ a holiday in Jamaica?

B : Yes, we have. We _____ there in 2015.

A) had / 've gone

B) _____ / went

C) had / went

D) have / went

8. My mum _____ the dishes. They're clean now.

A) have cleaned

B) cleans

C) cleaned

D) has cleaned

9. . It's good to see you again. Where have you _____ ?

A) gone

B) being

C) been

D) went

10. **A:** Are you going to the library ?

B : No, I've already ---- to the library.

A) go

B) be

C) gone

D) been

11. You/ news /heard /Have/ the?

Use the prompts to form sentence in the present perfect tense

A) Have heard you the news?

B) Have the you news heard?

C) You heard have the news?

D) Have you heard the news?

12. A: Is Alvina coming to the cinema with us?

B: No, she ---- the film.

A)has just saw

B) has already seen

C) already saw

D) sees already

13. I'm not hungry. I ... had lunch.

A) already have

B) have yet

C) have just

D) haven't yet

14. We _____ to Brazil last year.

A) have been

B) did go

C) have gone

D) went

15. You are going to a restaurant this evening. You phone to reserve a table. Later your friend says 'Shall I phone to reserve a table?'

You say: No I ----.

A) have already done it

B) will not do it .

C) have ever done it

D) do not it

16. How long _____ your motorbike?

A) are you have

B) you have

C) have you had

D) have you been having

17. A: _____ you _____ to Canada.

B: Yes, I _____ .

A) Had / be / haven't

B) Has / been / have

C) Have / be / have

D) Have / been / have

18. A: Have you tidied your living room _____ ?

B: Yes, I've _____ tidied it.

A) yet / just

B) just / yet

C) already / just

D) already / just

19. _____ you ever met a famous singer?

A) Do

B) Have

C) Did

D) Has

20. Where's Harry? He's _____ to the shops.

A) been

B) went

C) go

D) gone

21. I _____ my finger! It really hurts.

A) cut

B) cutted

C) have cut

D) have been cutting

22. I haven't received any letters _____ I moved to this place

A) since

B) just

C) already

D) for

23. A: What's in the newspaper today?

B: I don't know. I _____.

A) do not read it yet

B) have not read it yet

C) will not read it yet

D) have not readed it yet

24. How many times you been there?

A) has

B) will

C) have

D) did

25. Ben's English is getting better. He _____ a lot of English since he _____ here.

A) learnt / has come

B) has learnt / has come

C) has learnt / came

D) learnt / came

APPENDIX C

Posttest of Present Perfect Tense

Post-Test

Name:

Surname:

Class:

PART A

Read the following statements about the PRESENT PERFECT TENSE .Are these statements **TRUE** or **FALSE** ? Mark in the appropriate column. (5x5=25p)

Statements	TRUE	FALSE
1. 'We use the the present perfect for past actions and experiences when the exact moment isn't important .'		
2. 'We often use the present perfect with these time expressions;yesterday,yesterday morning/afternoon/evening, last week ,last Wednesday,last May, two minutes ago,five years ago,in 2018.'		
3. 'The present perfect is used in English with "since" when we are referring to the point in the past when the action started.'		
4. 'In the present perfect tense ,we use ' been to ' to say that somebody went to a place and came back. We use ' gone to ' to say that somebody went to a place, but did not come back.'		
5. 'We do not use the present perfect to talk generally about experiences up to now .'		

PART B

Choose the correct option to fill in the blanks. (25 x 3=75p)

1 Have you ever _____ abroad?

- A) went
- B) be
- C) go
- D) been

2. They haven't finished their lunch _____.

- A) just
- B) yet
- C) already
- D) ever

3. Philip and Harry _____ here six months ago. They _____ in this city for six months.

- A) came / have been
- B) have come / have been
- C) come / were
- D) has come / has been

4. How long _____ this book?

- A) do you read
- B) are you reading
- C) have you been reading
- D) have you read

5. A: _____?

B: No, not yet !!

- A) Have you bought the books
- B) Has your mother return home
- C) Have you came home
- D) Has Ali finish his homework

6. I _____ my bag. Where did I last put it?

- A) lost
- B) have lost
- C) have been losing
- D) lose

7. _____ 've _____ played football.

- A) They / yet
- B) She / never
- C) We / ever
- D) I / just

8. William _____ Turkish food but Edward _____ .

- A) have eaten / hasn't
- B) has ate / hasn't
- C) have ate / hasn't
- D) has eaten / hasn't

9. I've _____ the latest Star Wars film. I _____ it last week.

- A) seen / saw
- B) see / saw
- C) seen / seen
- D) saw / saw

10. Steven goes out. Seven minutes later, the phone rings and the caller says 'Can I speak to Steven?'

You say: I'm afraid he _____.

- A) has just gone out
- B) have already go out
- C) does not ever go out
- D) will gone out

11. Patricia isn't here at the moment. She's _____ to the shop to get a magazine

- A. go
- B. went
- C. gone
- D. been

12. Ito the theatre since last month

- A) didn't go
- B) don't go
- C) haven't been
- D) will go

13. Nancy _____ to school last week.

- A) didn't go
- B) hasn't come
- C) doesn't go
- D) hasn't gone

14. I've only been here two days and I've _____ met some really nice children .

- A) ever
- B) yet
- C) just
- D) already

15. It hasn't rained _____ April .

- A) for
- B) yet
- C) since
- D) never

16. When _____ Robert _____ work?

- A) has / started
- B) did / start
- C) started / _____
- D) _____ / start

17. Richard _____ his homework 15 minutes ago, but I've not finished mine _____.

- A) finished / yet
- B) finish / just

C) finished / just

D) finish / just

18. You are eating in a cafe. The waiter thinks you have finished and wants to take your plate away.

You say: Wait a minute! I _____.

A) did not finish yet

B) am not finishing yet

C) haven't finished yet

D) do not finish yet

19. Have you ever _____ in a music band?

A) seen

B) played

C) listened

D) wanted

20. Months / for /has not / Margaret / six/ called

Use the prompts to form sentence in the present perfect tense

A. Margaret has not months six called.

B. Margaret has not called for six months.

C. Margaret called has not for six months.

D. Margaret not called for six months has.

21. They've _____ lunch. They _____ it at 12 o'clock.

A) have / had

B) had / have

C) had / having

D) had / had

22. Quick, sit down. The movie has _____ started.

A) ever

B) yet

C) just

D) never

23. He is only 13 years old, but he _____ many tournaments in his life.

- A) already won
- B) 's already won
- C) already win
- D) 've already won

24. I haven't talked to her _____ ten days.

- A) already
- B) since
- C) just
- D) for

25. A: My grandparents have just come back from London . They say it's a very beautiful city. _____?

B: Never. It's my dream. I hope it will come true.

- A) Do you go there?
- B) Had he gone there?
- C) Will you go there?
- D) Have you ever been there?

Appendix D

Interview Guide (Posttest)

EFL Learners' Perspectives on the Teaching Methods Employed in the Classroom

1. How do you feel about the method your teacher used in the classroom this term?
2. How well have you learned to improve your English grammar from the feedback provided by the teacher?
3. Did you (as students) and your teacher negotiate on decisions to be made about assignments and activities? How do you feel about that?
4. Do you think you can employ your classroom learning in your daily life?
5. Do you think you can assess your own L2 development in terms of writing, speaking, vocabulary, grammar, and listening, and speaking in English?
6. Is there anything you would like to say about the method your teacher used in the classroom in the semester just finished?

APPENDIX E. Etik Kurulu Raporu



T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Sayı : 2020/25

27.05.2020

Konu : Etik Kurul Başvuru Sonucu Hk.

UFUK ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

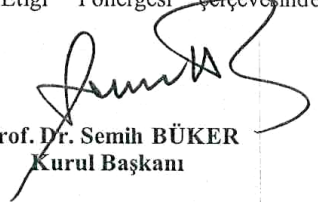
İlgi: 12.05.2020 tarih ve 96064710-5014.10-E.3670 sayılı yazımız.

İlgide belirtilen yazımız ile Kurulumuza gönderilen,

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Mehmet Philip KARAKAYA'nın**, **Dr.Öğretim Üyesi Faranak Abbaszad TEHRANİ'nin** tez danışmanlığında devam ettirdiği *"Evaluation of the Subject "Present Perfect Tense" in English, Comparing the Effect of Plickers Application and Traditional Methods on the Achievement of 7th Grade Students of Middle School"* başlıklı tez çalışması,

Sosyal ve Beşeri Bilimler Bilimsel Yayın Etiği Kurulunun 22.05.2020 tarihli toplantısında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi çerçevesinde değerlendirilmiş olup çalışmaya ait karar ekte sunulmaktadır.

Bilgilerinizi ve gereğini rica ederim.


Prof. Dr. Semih BÜKER
Kurul Başkanı

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T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 22.05.2020
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Karar Sayısı : 2020/43

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Mehmet Philip KARAKAYA**'nın, **Dr.Öğretim Üyesi Faranak Abbaszad TEHRANİ**'nin tez danışmanlığında devam ettirdiği "*Evaluation of the Subject "Present Perfect Tense" in English, Comparing the Effect of Plückers Application and Traditional Methods on the Achievement of 7th Grade Students of Middle School*" başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

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Education

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English Language Teaching, South Ukrainian National Pedagogical University, 2012
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International Relations, Anadolu University,2019 (Turkey)

Master's degree: English Language Teaching ,Ufuk University , (2018- continuing)

Certificate: TESOL (Teaching English to Speakers of Other Languages) ,2020

Foreign languages: Turkish (Fluent), English (Fluent), Russian (Fluent), Ukrainian Language (Fluent), French (fair), German (fair), Spanish (beginner)

Scientific activities:

Karakaya, Mehmet Philip. Analysis of social problems of young people. (Анализсоциальныхпроблеммолодежи.), South Ukrainian National Pedagogical University, Upbringing & Culture, The International Scientific –Practical Journal,No:2(26) April-June -2011,page:166-167-169.

Karakaya, Mehmet Philip. “Some problems of adaptation of Turkish students in the process of teaching in Ukraine”, South Ukrainian National Pedagogical University Upbringing & Culture,The International Scientific –Practical Journal, No:2(22) April-June -2010, page:101-102.

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Seminar and Certificates

2017, 3rd ELT Conference entitled “Developments in Language Teaching at Schools Private Diltaş Institutions.” How to Motivate Our Learners To Speak?’’by Dr. Okan Önalın, “Developments in ELT From Beliefs To Real Learning” by Tony Gurry in Konya. (seminar and certificate)

2016, Cambridge English Language Assessment, “Creative CLIL in the primary classroom: practical tips and exercisess. Integrated Skills for effective A2&B1 lessons:a practical approach” by Meltem Bottomley and Pınar Boynikođlu. Cambridge English Teacher Roadshow in Konya. (seminar and certificate)

2016, 2nd ELT Conference entitled “Developments in Language Teaching at Schools” at Private Diltaş Schools. “Squaring the digital circle: how to locate new techologies within standartpedagogy” by Brendan Wightman. “A 21st Century Approach to Learning in English Language Teaching” by Andrew Bosson in Konya. (seminar and certificate)

2016, Pearson. “Next Generation Learning, 21st Century Skills, Assessment for Learning. Global Scale of English” a Teacher Training Course by J.T. Rehill in Konya. (seminar and certificate)

2015, Cambridge English Language Assessment, “Use of Music and Song in the Primary Classroom. Developing Speaking Skills for Primary Lerarners. Teaching Young Learners through CLIL by Ally Kensington” Cambridge English Teacher Training Roadshow in Konya. (seminar and certificate)

2014, Cambridge University Press, “Learning to Learn”, a seminar for English Language Teachers by Laura Woodward. (seminar and certificate)

Professional Experience

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English Teacher, Diltaş High School, Meram- Konya (2020-.....)

English Teacher, Yıldız Sınay College, Çankaya-Ankara (2019-2020)

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English Teacher, Envar College, Selçuklu-Konya (2013-2018)

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English Teacher, English Time – Konya-Ankara (2014-2016)

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