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THE ASSESSMENT METHODS USED BY EFL TEACHERS AT THE
PRIMARY LEVEL IN PRIVATE SCHOOLS

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Mehtap İEN

DEDICATION

To my father who was always with me.

ÖZET

ÖZEL OKULLARDA İLKOKUL SEVİYESİNDE ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN KULLANDIKLARI DEĞERLENDİRME YÖNTEMLERİ

Mehtap ÇİÇEN

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Bu çalışma Gaziantep bölgesindeki özel okullarda ilköğretim seviyesinde çalışan İngilizce öğretmenlerinin öğrencileri değerlendirme yöntemlerini ve neden bu yöntemleri kullandıklarını araştırmayı amaçlar. Bu çalışma Gaziantep'teki özel okullarda çalışan 42 İngilizce öğretmeni ile yürütülmüştür. Öğretmenlerin değerlendirme yöntemlerine karşı tutumları araştırılmıştır. Bilgi toplamak için hem çoktan seçmeli hem de açık uçlu sorular içeren bir anket uygulanmıştır. Anket değerlendirmesinde hem nitel hem nicel metodlar kullanılmıştır. Nicel değerlendirme için SPSS kullanılmıştır. Nitel değerlendirme için içerik analizi kullanılmıştır. Çalışmanın sonuçlarına göre özel okullarda ilkokul seviyesinde çalışan öğretmenlerin en çok başvurdukları değerlendirme yönteminin öğrenci portfolyoları ve en popüler değerlendirme amacının ise öğrencinin gelişimini izlemek ve onları motive etmek olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Değerlendirme, Çocukların Değerlendirilmesi, Çocukların Değerlendirilmesinde Kullanılan Metodlar, Değerlendirme Amaçları

ABSTRACT

THE ASSESSMENT METHODS USED BY EFL TEACHERS AT THE PRIMARY LEVEL IN PRIVATE SCHOOLS

Mehtap ÇİÇEN

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This study aims to investigate the ways of assessment used by EFL teachers at private schools in Gaziantep and why they used these ways. This study was carried out with 42 EFL teachers working at private schools in Gaziantep, Turkey. Teachers' attitudes toward ways of assessment were studied. To collect data, a questionnaire consisting of multiple choice and open-ended questions was administered. Both qualitative and quantitative research methods were used in the analysis of questionnaire. For quantitative data, SPSS was used. For qualitative data, content analysis method was used. According to the results of the study, it was found out that the ways of assessment used most by the teachers working at private schools in primary level to assess their students was portfolio, and it was found out that the most popular purpose of assessment was to monitor and motivate the students.

Key Words: Assessment, Young Learner Assessment, Ways of Assessment Used for Young learners, Purpose of Assessment

ABBREVIATIONS

EFL	English as a Foreign Language
SPSS	Statistical Package for the Social Sciences
ESL	English as a Second Language
KPDS	Kamu Personeli Dil Sınavı
YLS	Young Learners
ELT	English Language Teaching
ZPD	Zone of Proximal Development

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CHAPTER 1

1. INTRODUCTION

The aim of the study is to identify the ways of assessment used by EFL teachers working in private schools at primary level. The background information has been supplied by colleagues in the province of Gaziantep in Turkey and their contributions are presented in the relevant sections of this study. This chapter presents the background of the study, the statement of the problem and the purpose of the study. Then, the research questions, the limitations of the study and the definitions of terms are stated.

1.1. Background to the Study

English language is so commonly used in the world that it is considered to be the lingua franca of the world. In a great number of countries in the world, English is now used as an international language. Therefore, it is most widely taught as a target language- in approximately 100 countries, such as Germany, Spain, Egypt, China, and Russia.

As it is in most of the countries, English is the main foreign language in Turkey too. According to the current law of education in Turkey, students start school at an early age. As it is stated by Güven(2012) “the new sytem includes 4 years of compulsory primary education, followed by 4 years of compulsory secondary education. Secondary institutions are defined as general, vocational and technical education establishments, providing 4 years of compulsory education after primary school” (p. 556). Accordingly, in public schools students who are in the second grade start taking English courses following the regulations in 4+4+4 obligatory primary education program (Resmi Gazete, 2012). Learning a language is vital; therefore the criterion of age on its own is not aduquate for learning and using it actively.

Teaching English as a foreign language at the primary level have shown a significant tendency in many countries in the last two decades (Rixon 1992). This trend has come at a time when the field of EFL/ESL is witnessing a notable shift from structural teaching approaches to communicative, humanistic, and learner- centered approaches. These new approaches in teaching EFL/ESL recognize that affective considerations are of vital importance for the acquisition of a foreign/second language; they suggest teaching methods and techniques that help learners acquire the language in an anxiety-reduced environment (Stevick 1990; Krashen 1982; Asher 1988).

As the current EFL curricula has changed in the direction of enhancing communicative skills, the traditional tests such as paper-and-pencil no longer apply to the variety of tasks. Especially, for young learners traditional methods are not satisfying. They like authentic and productive activities that they can involve in them actively. Teachers at the primary level should take into consideration all the parts of education such as teaching, assessment, and feedback because teaching young learners is a big responsibility. They should consider every part of the lesson meticulously. Teaching is a hard process and young learners require lots of things to be taken into consideration. The learners at the primary level are:

- have a holistic approach to language
- have low level of awareness
- have limited reading and writing skills
- have limited knowledge about the environment
- have a limitless imagination and movement

An EFL teacher should act according to the characteristics of young learners mentioned above. Assessment of the young learners are as important as teaching them because the assessment is one of the most important part of the teaching process. It reflects whether the students learn and use the newly introduced topic or not. The assessment of students' process and achievement in class shouldn't cause anxiety among the students.

1.2. Statement of the Problem

On entering 3 thousandth year, English has become a language that should be known by everybody in factories, in shops, in touristic places, even in streets. The demand for English has gained importance. Accordingly, learning a second language has become a popular issue for adults and children. They like to know and understand various cultures. However, learning a foreign language is not same for adults and children. There are crucial differences between the ways adults and children learn a new language. Adults are aware of their aim of learning the language, and well established at school. They have awareness of the world and others viewpoints. Otherwise, the children cannot analyze the language, and read and write, even in their mother tongue.

Although it is a vital issue for learning a language, Demirlier (2010) indicates some problems that should be taken into consideration related to English teaching in Turkey.

According to Demirlier (2010), one of the problems is the students' "limited opportunities to practice the language they study" (p.1). Another issue is that "the curriculum is full of grammar structures. The teachers get exhausted by the intensive program, insufficient equipment, limited time and demotivated students" (Demirlier, 2010, p.2). Another problem is the assessment of the students. All the teachers know the importance and effect of the authentic assessment in teaching a language but almost nobody prefer it in their classrooms.

The state schools and private schools have a different content and materials for language teaching in Turkey. Therefore, as an English teacher working in a private school at the primary level, I aim to search if teachers in private schools have any problem with the assessment issue or not.

To be aware of the correct use of assessment for young learners is crucial for the learning process. Therefore, I hope this study will contribute to the teachers at the primary level to enhance their awareness.

1.3. Purpose of the Study

The purpose of this study is to get the teachers' working in a private school at the primary level perceptions towards the use of assessment. This study aims to define how teachers assess young learners in private schools. Moreover, I will also have the opportunity to identify the types of assessments they use, and to see if they choose authentic type of assessments or not.

1.4. Justification for the Study

In my KPDS classes, I used grammar translation method and traditional diagnostic tests, and I gave numerical feedback to my students. In the beginning of my experience in teaching English, it was very useful and practical. I believed that I was an effective teacher. However, I have realized that Grammar translation method is useless at private schools when I have started to work with young learners at a private school. I discovered that 'effective teacher' term changes according to age, level, and aim of the learners. The young learners like being active in class, they get bored easily if the lessons are teacher centered. It is useless to use traditional assessment methods with them because the numbers or scores are not important for them. They need verbal praise for motivation. For this reason, I want to search

the perceptions of teachers working at private schools towards the use of assessment. I want to identify their choices of the assessment for young learners. The study may be beneficial for:

- 1- teachers working for private schools,
- 2- pre-service teachers,
- 3- teachers who work with young learners.

1.5. Statement of Research Questions

By virtue of this study that will be conducted among private school English teachers from different schools in the province of Gaziantep in Turkey, it has been aimed to identify perceptions of them towards the assessment of young learners. Within the framework of this objective, answers to following questions will be sought;

- What kind of assessment content is used in private schools at the primary level in the province of Gaziantep?
- What kind of assessment activities are used in private schools for young learners in Gaziantep?

1.6. Limitation of the Study

The number of the EFL teachers participated in this survey is the most important limitation of this study. The questionnaires distributed to private primary schools in Gaziantep are assumed to have been answered seriously. Therefore, the findings of the study can not represent the whole group of EFL teachers working with YLs. Also the result could not be generalised since this study was limited to only the 48 English teachers in Gaziantep. In order to generalise the results, further studies should be carried out in different cities with larger groups.

1.7. Operational Definitions

The definition of the terms used in this study are as follows:

Young Learners (YLS): YLS are the individuals between the age of 7-12 (Slatterly & Willis, 2001). Taken into consideration this age group, the researcher preferred to work with EFL teachers who work with YLS at the age of 7-12 attending 2nd, 3rd, 4th, and 5th grade at private primary schools in Gaziantep.

YLS English Language Teachers: Teachers who teach the children between the age of 7-12. In this study, the questionnaires are administered to the YLS teachers teaching at private primary schools in the Gaziantep province.

2nd grade: 7-8 years old students attending private primary schools in Gaziantep.

3rd grade: 9-10 years old students attending private primary schools in Gaziantep.

4th grade: 10-11 years old students attending private primary schools in Gaziantep.

5th grade: 11-12 years old students attending private primary schools in Gaziantep.

Assessment: According to McKay (2006), assessment can be both formal and informal. Formal assessment is planned, organized, and carried out following certain procedures that are prepared before it is applied to the students. On the other hand, informal assessment is a kind of classroom assessment that occurs usually during the course as a part of teaching and learning process.

Summative Assessment: The aim of the summative assessment is to measure, to make grouping, to summarize the students' knowledge. It generally occurs at the end of a course or a unit of instruction. (Brown, 2004).

Formative Assessment: Contrary to summative assessment, the aim of the formative assessment is to evaluate students in the process of 'forming' their knowledge and competence. Since students' aim is continue their growth, they are aware of the importance of forming knowledge (Brown, 2004).

CHAPTER 2

2. REVIEW OF LITERATURE

2.1. Introduction

In this section of the study, the characteristics of young learners and the most commonly used assessment types at the primary level will be described and discussed. Then it focuses on the importance of assessment, types of assessment and finally it introduces the most commonly used assessment type for young learners.

2.2. The Definition and Characteristics of a Young Learner

Teaching English to children becomes popular nowadays and it starts at the primary level. This new movement has appeared when the focus of language teaching has made a remarkable move from traditional approaches to authentic, learner-centered approaches. Therefore, it is important to know the definition of a young learner. The term *young learner* has a large chronological age period: between 3 years of age and 15 (Nunan, 2011). However, Scott and Ytreberg (1990) assert that young learners can be divided into two groups: children from 5 to 7 and 8 to 10 years old. Young learners have different characteristics and behaviour that differentiate them from adults. An effective teacher should know what a young learner can do at a certain age. Therefore, it should be known by the class teacher to enhance their quality of learning process. In regard to this, Halliwell (1992: 3-5) explains the characteristics of children;

1. Children are already very good in interpreting meaning without necessarily understanding the individual word.
2. Children already have great skill in using limited language creativity.
3. Children frequently learn indirectly rather than directly.
4. Children take good pleasure in finding and creating fun in what they do.
5. Children have a ready imagination, children words are full of imagination and fantasy, and it is more than simply matter of enjoyment.

The characteristic of young learners expressed by Clark (1990: 6-8):

- a.** Children are developing conceptually: they develop their way of thinking from the concrete to the abstract thing.
- b.** Children have no real linguistics, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subject what school provide for them.
- c.** Children are still developing; they are developing common skill such as turn talking and the use of body language.
- d.** Young children very egocentric, they tend to resolve around themselves.
- e.** Children get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities.

At the primary level, children “try to adopt and develop social skills and they try to understand concepts about themselves and the world they live in” (Torun, 2008, p. 7). When young learners compared to adult learners it is obviously seen that there is a remarkable difference in terms of conceptualizing the world and learning a new language. Printer (2006) says, “all children are unique, and two children who are the same age can show significantly different characteristics” (cited in Nunan 2011, p. 2). Thus, the characteristics of young learners can be listed as follows:

- Young learners acquire the language by experiencing and hearing it.
- They love to learn new things through games because they want to be active in the process.
- They are not able to organize their learning process. Therefore, they are directed by others such as parents or teachers.
- They are lack of language awareness, they just learn it without any intention.
- They have short attention span.
- They have an egotistic intelligence– it’s hard for them to give importance to the viewpoint of others.
- They think that inanimate objects can show sign of life, for instance, when the weather is rainy they may think that clouds are unhappy so, they cry.

- They can not give meaning to the abstract things. They need concrete things or physical situations.
- They can use their imagination well.

It is important to take into consideration the above introduced characteristics when talking about YLs. Moreover, Slattery and Willis (2001) mention about that it is important to take account the following characteristics of children when teaching them. These characteristics are summed up as follows. YLs:

- Are developing quickly as individual.
 - Learn in different ways, for instance, by seeing, by hearing, by imitating, by making things.
- Are not capable of understanding grammar rules and structures of sentences.
- Have a limited attention span if the class activities are not engaging.

To be effective in class, teachers working at the primary level should know and consider all these characteristics and abilities of young students. Therefore, they should apply the correct approach and teaching methods during the lesson and also apply the correct assessment type for that age group.

Having looked at the definition and the characteristics of YLs and their, the following section will put forward the term “Children as Learners”.

2.3. Children as Learners

The definition and characteristics of young learners are introduced in section 2.2. This section will be about how the characteristics of young learners affect language learning process. Young learners have different characteristics and point of view toward life. Accordingly, their learning style is also different from adults. Teaching a second language is a popular trend to young learners at the primary level but it is vital to know their needs and interests while teaching them a new language at this stage.

Theories about how young learners learn a language and how they think have been searched and expressed by scientists for centuries. However, identified theories, mainly the ones suggested by Piaget, Bruner and Vygotsky have become remarkable in the past few decades. Jean Piaget (1967, 1969, 1971) is one of the most significant theorists in the field of YLs. He was principally concerned with the children function in the environment surrounding them and its effects on their cognitive development, figuring out the concept that thought is an internalized act (1972). In order to make out the environment around them, young learners continuously interact with their surroundings. And as a result of this, learning starts to take place. Thus, Piaget sees a child as somebody who is “actively constructing his or her own thinking in interaction with physical and social environment” (Brewster, Ellis, and Girard 2002, p.29).

According to Piaget’s four stages of cognitive development, there is a huge difference between elementary and early childhood education.

Shin sums up Piaget’s stages as follows:

- 1) sensimotor stage (0-2 years old). Knowledge or intelligence is based on physical interactions and experience with limited use of symbols, including language.
- 2) Preoperational stage (2-7 years old). Intelligence is increasingly demonstrated through the use of symbols and language development. This stage is marked with the development of memory and imagination. Children at this stage are very egocentric in the psychological sense and cannot see things from another’s perspective. Their thinking is not logical, and they do not have the ability to reason.
- 3) Concrete operations stage (7-11 years old). Intelligence is demonstrated through logical and organized ways of relating to concrete objects. Children are able to use inductive reasoning and take a specific experience and apply it to a general principle. Children at this stage are less egocentric and can recognize another’s perspective.
- 4) Formal operations stage (11 years old and older). Intelligence is demonstrated through the logical use of symbols related to abstract concepts. Adolescents are

capable of hypothesizing and using both inductive and deductive reasoning (Shin, cited in Murci, Brinton and Snow, 2012, p. 551).

In Turkey, teaching English at primary level starts at the 2nd grade and according to Piaget 2nd, 3rd, and 4th grade children are in the concrete operations stage. Therefore, the teachers teaching at this stage should take into consideration the characteristics of this stage during teaching process. According to Cameron (2001) a young learner is an “active learner and thinker constructing his or her own knowledge from working with objects or ideas” (p.4). And also Piaget defines a child as somebody who is “actively constructing his or her own thinking in interaction with physical and social environment” (Brewster, Ellis, and Girard 2002, p.29). Cameron (2001) vitalizes, “children are active ‘sense-makers’, but that their sense-making is limited by their experience, is a key to understanding how they respond to tasks and activities in the language classroom” (p.4). Classroom activities like game, imitation, and problem-solving highlight the transfer from physical to cognitive act. Thought affects action, action is assimilated, and in this way thinking develops (Cameron, 2001).

For the theory of YLs learning, another contribution of Piaget was the term of readiness which affected child schooling in general. Wood (1988) explains that Piaget claims that there are remarkable stages for learning in children’s cognitive development. Piaget (1972) asserts that all YLs pass through some periods before they construct the ability to judge, comprehend, and perceive.

Another important theorist is Lev Vygotsky. Cameron (2001) emphasizes the contrasts between Piaget’s and Vygotsky’s concept of a child and the learning process: “for Piaget the child is an active learner alone in the world of objects, for Vygotsky the child is an active learner in a world full of other people” (p.6). Vygotsky asserts the influence of the society and social surroundings on the development of children’s mental development. According to Brewster et al., (2002) “a major legacy of Vygotsky’s work is the importance placed upon developing opportunities to allow young children to talk in order to develop their thinking” (p. 30). Accordingly, the social environment affects the learning process of a child. He has a lot of contribution on the idea of zone of proximal development (ZPD) which is “the distance between the actual development as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (p. 86). He obviously agrees with the advantages of adult mentoring. When Vygotskian theory is taken into account, it can be inferred that a

teacher should search for the ways to mediate what the YL will learn next. Thus, Vygotsky (1978) emphasize the importance of adults for the cognitive growth of YLs. In other words, ZPD suggests that learning starts by interaction with an adult, then, moves from dependence on others to independent act and thinking. Thus, parallel to parents who often know all the needs of their children; teachers should organize to choose a strategy in both lesson plan and in their talk to students. Vygotsky thinks that thanks to the help of adults YLs can learn and do better than they do on their own.

Another important psychologist is Bruner who was affected by Vygotsky. Bruner thinks language is the significant tool for cognitive development. His main concern is how adults use language to make children perceive the world and help them to solve their problems (Cameron, 2001). Young learners' cognitive development and the ability to learn is focused on language information theory and includes the search for pattern, regularity, and predictability (Wood, 1988).

The idea introduced by Bruner (1983) is 'scaffolding'. Scaffolding supports the idea that an adult can help to the child who is not capable of doing something needed on his own. Accordingly, it can be deduced that scaffolding supports the idea of adult help and guidance in instruction. For instance, teachers scaffold young learners' learning by breaking it into periods such as helping them to attend to the important point while making connections to the whole picture at the same time in classrooms (Cameron, 2001).

Having looked at how children think and learn, and the ideas of prominent theorists about children's learning process, the following section will be about the importance of assessment.

2.4. Importance of Assessment

Assessment for Learning is based on the chances to improve students' ability to evaluate their performance, to make judgements about their academic life and improve upon it. Moreover, teachers use it as an effective tool to evaluate both their students and their own teaching performance. In all academic environments, assessment is regarded as related to teaching. Assessment is necessary for helping teachers to decide students' linguistic competences, their placement, and their success. The validity of assessment is connected with the effective selection and use of appropriate tools. Assessment tools and procedures is not

only vital for evaluating students' progress and success, but also it is important to decide if the curriculum, the methodology of teaching and the materials used during the teaching are suitable and effective.

In the past, the Ministry of Education, school administration, or program coordinator decided to the assessment type and tools. Learner-centered and authentic teaching methodologies and approaches enhanced the role of class teachers while choosing the assessment tool and procedure. This change offers the class teacher a decisive position in evaluating students' achievement and progress.

Assessment is a crucial part of teaching because it determines if the objectives of education are met. Teachers make some decisions about grades, placement, improvement of the students, teaching needs, curriculum used for the lesson, and lesson materials thanks to the assessment. Assessment causes teachers to ask these crucial questions:

- Are we teaching what we are expected to teach according to the curriculum?
- Are students learning what they are supposed to be taught?
- Is there a better way to teach the subject, thereby enhancing better students' learning?

Students learn not only the reading skills, but also communicative skills and other skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. These new learning objectives change the relationship between assessment and teaching. Teachers are in need of taking an active role in making decisions about the purpose of assessment and the content that is being assessed.

2.5. Classroom Assessment Techniques

The assessment techniques mentioned in this section can be used for effective testing of students' knowledge, progress, and success in a variety of educational settings.

Nonverbal Responses: At the very beginning of learning, before children start to speak, they should be taught and their knowledge should be evaluate through the use of physical performance tests and pictorial products (Tannenbaum 1996). These tasks need simple instructions to carry out. As an assessment type, this kind of response will help lower the level

of anxiety, as students see it as a natural part of learning process. At a later stage, students may be assessed by hands-on tasks. For instance, they can be asked to "produce and manipulate drawings, dioramas, models, graphs, and charts" (Tannenbaum 1996:1). This technique is suitable for the Total Physical Response methodology for early language development (Asher 1988).

Oral Interview: Pierce and O'Malley (1992) support using visual aids in oral interviews at the early stages of the language acquisition. In this technique, student's role is to choose a picture to talk about, and the class teacher's role is to guide the speech of the student by asking some questions that need the use of related vocabulary. This technique works well during the early speech stage.

Role-play: This assessment type is the mixture of oral performance and physical activity of the students. Children who are assessed through this technique feel motivated. Kelner (1993) believes that students enjoy role-play when it is used effectively within a content-based curriculum.

Written Narratives: Assessment of the written communicative abilities of YLs can be evaluated through authentic tasks, such as writing letters to the best friend, writing e-mail to favorite television program characters, and writing a birthday message, and preparing party invitations. Young learners like stories and story telling and are usually eager to listen to stories. Teachers can use this interest during lessons and make their students write stories which are related to their personal life, or adapt fairy tales by using their imagination. The teacher can both evaluate the writing ability of the student and the use of imagination.

Presentations: Presentation is one of the most important types of assessment because it reflects the students' oral and written abilities. Moreover, teachers can have information about students' interests, habits, hobbies, or work and communicative abilities via presentations. Presentations include a variety of activities like poetry readings, dramas, role-plays, biographies, and interviews.

Thanks to the use of technology in education, classroom presentations are more sophisticated than the ones in the past. Students in many parts of the world, use technology and they know much about the multimedia tools used for communication, they like keeping audio or video and use them for their presentations to make them more effective.

Student-Teacher Conferences: Student-teacher conference is a kind of informal assessment. It also includes structured interviews and it is an effective way of evaluating students' progress. It helps teachers to assess students' communicative abilities, as it provides an opportunity for one-on-one interaction. Tambini (1999) suggests that conferences should be used to evaluate students' oral and written abilities. He also indicates that conferences follow observations and directly focus on the learning process of the student.

Self-Assessment: Although it seems inappropriate at first, YLs can also participate in self-assessment. Self-assessment can be done with the help of these two techniques:

K-W-L charts: In this type of chart, 'K' represents what is known, 'W' represents what is wondered, and 'L' represents what is learned. Each student gives examples of what s/he knows, what s/he wonders, and what s/he has learned. If K-W-L charts are applied at the beginning and at the end of a period of study, they are more effective. The teacher can learn about the students' background knowledge and interests when he checks the completed charts at the beginning of the period. If these charts are applied at the end of a course, it can help the students reflect their knowledge as well as their awareness of their improvements (Tannenbaum 1996).

Learning logs: This type is the record of the students' experiences with the use of the second language outside the classroom. It includes when and where the students use the second language and why some experiences are successful while others aren't. Additionally, students can also use these learning logs to make comment on the topics they have studied in class and to record what they have understood and what they haven't (Brown 1998). This technique is very useful both for students and the teacher because they enhance the metacognition of the students and they can make the teacher understand the students' use of metacognitive learning strategies.

Peer and Group Assessment: Working in a group is very popular in the field of EFL/ESL recently. Teachers can apply it during the lesson for all skills. For assessment, for instance, children can write small evaluative, motivating notes for each member of the team to emphasize their positive contribution to their team. Teacher's role is to guide students by explaining what they are expected to evaluate in his/her friend's work and what the proper criteria they have to use. If it is needed, the class teacher can give a test to the students to assess their individual performance at the end of group task.

Student Portfolios: The aim of a portfolio in the field of ELT is to show the knowledge of a student's communicative abilities in the second language through samples of written and oral work (Wolf 1989). Student portfolios can be clarified as "the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities" (Pierce and O'Malley 1992:2). Arter and Spandel suggest that portfolios must involve "student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student reflection" (1992:36). As an organized collection of students' work, which can be presented to their classmates, parents, and teachers, a portfolio needs close cooperation between the teacher and the student in defining the templates of the students' works to be involved. It is a must that all the things done by students like drafts and revisions should be included in their portfolios and all the samples should be dated because it shows the students' development and progress over time. As it illustrates the communicative competence of the students, it should involve different type of samples like audio- typed or video-typed records, notes, observation notes or book reviews. The portfolio should also require self-assessment rubrics (such as K-W-L charts mentioned above). Moreover, tests and some quizzes that are periodically applied by their teachers to assess students' progress can also be included in the students' portfolios the portfolios.

If student portfolios are applied truly as an alternative means of assessment, they are more advantageous than traditional forms of assessment (Pierce and O'Malley 1992; Brown and Hudson 1998; Moya and O'Malley 1994). First, the teacher can see the whole performance and competence of students' with a variety of different tasks. Second, portfolios can enhance YLs' self-awareness because students decide the content of their works and can help them be aware of their strengths and weakness in the second language. Finally, portfolios combine teaching process and assessment at the same time.

2.6. Assessing Young Learners

Young learners do not learn a foreign language intentionally. Their parents or teachers or the other authorities decide it because they are too young to be aware of the importance and the usefulness of a second language (Iounnou-Georgio and Pavlou, 2003). Therefore, they need some reasons appealing them for motivation. A colorful and friendly atmosphere can give this motivation. Teachers can make learning as enjoyable as possible through games,

coloring, physical activities, puzzles, songs and drama.

Nevertheless, the teachers' efforts in providing a motivating environment and positive attitudes towards learning English may be damaged when it comes to assessment (McKay, 2006). Additionally, wrongly chosen assessment types can demotivate some children, and that children may be negatively affected by assessment techniques when they become older learners (Pinter, 2009). Therefore, if a teacher is aware of the characteristics of YLs and their expectations from their teacher, he can choose the most appropriate assessment task. On deciding the suitable assessment type they should consider the following demands:

- It should appeal to YLs, so it should be interesting and captivating with the elements of game, song, drama...
- Variety types of assessment should be applied by considering the needs of students', the parents' and the teacher's.
- The teacher should support the students while giving feedback. He should show where the student is, what the lack is, and how students satisfy their needs. Teachers' feedback should be descriptive.
- The activities used for assessment should also be didactic in themselves.

Teachers can create playful and motivating ways for assessing children to show what they can do. Additionally, Biggar (2005) expresses that although YLs prefer doing funny things while being assessed, assessment is a serious and hard work. If teacher does a poor job for the assessment, it makes him misunderstand the child, so he can not support the child's need. To do a good job of assessing needs that teacher should have knowledge about child's culture and language. It also requires affective testing tools.

In addition, if a teacher wants to choose the most suitable tool of assessment, then he should know that the tool should:

- Consider children's cognitive and social development
- Be consistent with what children are taught and expected to know
- Support language use with clear contents

- Reward YLs for what they do, not charm for what they do not
- Be motivating and look colorful (with the help of colour, drawings and songs)
- Put forward useful results to encourage further learning.

□ Moreover, the teacher should choose topics from YLs' daily life such as food and drink, daily activities, hobbies and interests, animal or school life to make a test relevant. It is also important that materials used for assessment should be presented in an attractive manner, and they should be consistent with the age and background of the YLs. Classrooms teachers need to use new types of assessment that appeal to the children's social, physical, and cognitive developmental needs. Assessment of YLs may serve one of the following aims:

- To make placement of children;
- To diagnose the problems of teaching and learning process;
- To help teacher make decisions about curriculum;
- To be helpful for children when they assess their progress;

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

In this chapter, the aim of the researcher is to present the methodological procedures of the study. First, the research design is introduced, then participants of the study, and finally data collection tools utilized in this study are presented.

3.2. Research Design

There is a common belief that quantitative research is more useful than qualitative one but neither is worse than the other – they are different and both of them have their strengths and weaknesses. Moreover, a combination of these two methods gives a chance to triangulate these methods (Taylor and Bogdan, 1998). The mixed method research design was applied in this study. The mixed method is presented as “multitrait/multimethod research” (Campbell&Fiske, 1959), which uses both the qualitative and quantitative data together. Therefore, in order to have opinion about the research questions clearly presented in the first chapter, qualitative and quantitative research designs were adopted for this study to analyze the data.

Thus, taken into consideration of the design of this research; both qualitative and quantitative methods were used for data collection. Firstly quantitative data was collected from the participants via some multiple-choice questions in the questionnaire designed by the researcher. Then, in order to gain a deep insight into the issue that the quantitative data reveals, qualitative data was collected with the help of some comprehensive questions placed in the questionnaire. In order to analyze the data collected, both quantitative and qualitative methods were used.

3.3. Context of the Study

This study was implemented at the private schools in Gaziantep, Turkey. As Şahinbey and Şehitkamil areas have the most population and they are in the city center, the schools in these districts are especially chosen for this study. At these schools, second language teaching

starts in students second educational years. However, in some of these schools English teaching starts in the kindergarten. Students have 12 English sessions in a week four of which are given by expat teachers and the others are given by Turkish teachers. While expat teachers are responsible for teaching speaking and listening skills, Turkish teachers teach reading and writing. The study was conducted with kindergarten, 1st, 2nd, 3th, 4th, and 5th grade EFL teachers because its main focus is YLs' language teaching and learning.

3.4. Participants

The total number of the participants in this study was 42. Some of them were teaching in the kindergarten, some of them were teaching 1st and second grade and some of them are teaching 3rd and 4th grade students. Apart from this group of teachers, there is another group who teach 5th graders. In the past 5th grade students were expected as primary school students but with the new law of education, they are now expected as secondary school students. Accordingly, 5th grade teachers are accepted as secondary school teachers. The participants were selected from 10 different private schools in Şehitkamil and Şahinbey, Gaziantep in which English is taught as a compulsory subject under the regulation of the Ministry of Education.

3.5. Data Collection Tools

Questionnaires are the most widely used data collection methods in educational and evaluation research (Radhakrishna, 2007). They enable us get necessary information on knowledge, perception and for this study, reflections and perceptions.

In this study, both qualitative and quantitative data collection tools were used. A questionnaire that includes multiple-choice and open-ended questions was implemented to the participants. To collect quantitative data 3 multiple-choice questions of the questionnaire were used. To collect qualitative data, 6 open-ended questions were asked to the participants to get their perception.

3.6. Data Analysis

The purpose of this study was to define the ways that are used for assessing young learners in private schools and to get teachers' perceptions towards the use of assessment at the primary level.

For the first part of the study, the quantitative data were gathered through SPSS, Statistical Package for Social Sciences, in terms of frequency test. For the other part of the study, qualitative data (six open-ended questions) were interpreted with the help of content analysis technique. Content analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns by Hsieh and Shannon (2005:1278).

In this chapter, the general view to the research and how the study is organized in terms of a methodological aspect was introduced. In the next chapter, the data analysis procedures, findings and the results will be introduced.

CHAPTER 4

4. FINDINGS

4.1. Introduction

The purpose of this section is to introduce the data findings gathered from the responses given to the questionnaire by the YLs teachers. Teachers were asked both multiple-choice and open-ended questions. The responses given to the multiple-choice questions were analysed by using SPSS and the answers given to the open-ended questions were analysed by the help of content analysis method.

4.2. Ways of Assessment Used by YLs' Teachers

The goal of the first research question of the study is to find out the assessment types most commonly preferred by YLs teachers in private schools. In order to answer this question, the teachers were asked to choose the assessment type that they applied commonly in their classrooms. After, gathering the answers, the most popular ones are determined by using SPSS.

Table 1. Frequencies related to the ways of assessment by the teachers

Ways of Assessment	F
Portfolio	28
Projects	14
Self-assessment	12
Peer assessment	9
Traditional tests	23
Take-home tasks	10
Observation	21
Conferencing	2

According to Table 1, portfolio is the most commonly used way of assessment (f=28) while conferencing (f=2) and peer assessment (f=9) are the least commonly used ones. In addition, traditional tests (f=23) and observation (f=21) are the other commonly used ways of assessment by teachers at private schools. Projects (f=14), self-assessment (f=12), and take-home tasks (f=10) are ways of assessment that teachers prefer to use in their classes to assess young learners.

A student portfolio is collected systematically by the student and it has the works and all the materials which clearly shows the activities, achievement about a discipline at school. This portfolio must have self-reflection and evaluation of student, why the student select this content, and criteria that decide whether the portfolio is successful or not. The purpose is to help students gather portfolios that show their abilities, writing knowledge and learning mastery. As portfolio is good for demonstrating the process that students go through, it is the most commonly used assessment type preferred by the teachers working at the primary level.

4.3. The Purpose of the Assessment

To improve students' learning and to improve teachers' teaching should be main purposes of the assessment. Assessment should demonstrate the problematic areas of students and also should show the way how students deal with these problems. Assessment for learning is a cycling process that enables the interaction between teaching and learning to come out.

The aim of the second question is to find out the purpose of the assessment that teachers use in their classrooms. They were given five choices for this question. They were expected to choose one or more of them to express their purpose of assessing students.

Table 2. Purpose of the Assessment

Purpose of Assessment	F
To monitor and progress	35
To diagnose problems	17
To check achievement	28
To encourage motivation	19
To establish standards	7

According to Table 2, most of the teachers use assessment as a tool to monitor and progress ($f=35$) during the teaching process. They want to see both students' progress by looking at the students' achievement level. Another important reason for teachers to apply assessment is to check achievement ($f=28$). Some of the teachers indicated that they need assessment for encouraging learning and motivation ($f=19$). To diagnose problems ($f=17$) is another purpose of the teachers for the use of assessment. And finally, they use assessment to establish standards ($f=7$) in the teaching process.

Actually all the purposes introduced in Table 2 are linked to each other in one way or another. It is a kind of cycling process. The teacher monitors the classroom, while checking students' achievement, he or she diagnoses problems, and then tries to decrease the problems by encouraging motivation and learning. Therefore, almost all the frequencies are close to each other.

4.4. Most Popular Methods of Assessment used by Teachers

The teachers participated in the study stated that projects contribute a lot to the improvement of students. Most of them expressed that projects decrease the anxiety levels of the students, and they have more fun through projects. The following answers support this notion:

Teacher 5: Projects. Because students do not get through stressful process that happens in the exams.

Teacher 11: *Projects are my popular type of assessment because students have enough time to finish, and this doesn't make them stressed.*

Teacher 20: *Definitely projects! As they create a less stressful atmosphere, students enjoy it.*

Some teachers also stated that traditional tests are their popular method of assessment because they are easy to apply and save time. Moreover, some students also prefer them to authentic assessment methods because they can learn the result easily instead of waiting for a long time to learn their grades. To illustrate:

Teacher 16: *Traditional tests. They are quick and trustworthy ways of checking achievement.*

Teacher 29: *Application of traditional tests is so easy, so I prefer them.*

Teacher 31: *Traditional tests do not take much time of both teachers and students, so they are my favourite.*

Some teachers expressed that their popular method of assessment is portfolio because it assesses the process as well. Especially the teachers who are in favour of the importance of writing indicate that portfolios are curical for learning as they show the whole process of learning step by step. Teachers have a chance to see what the students know at the beginning of the process and how well they do at the end of the process. For example:

Teacher 17: *Portfolio. It is assessing the process with the participation of students.*

Teacher 33: *To me, portfolio is popular because process is also considered while assessing.*

4.5. Most Popular Methods of Assessment according to the Students

Most of the teachers participated in this study believed that the most popular method of assessment according to the students is traditional tests because they think that students do not want to be assessed over a long time and students are more accustomed to such kind of assessment methods. To exemplify:

Teacher 5: Exams. I suppose they don't like getting assessed over a time that is long. They want it to be done quickly.

Teacher 12: Traditional tests are their favorite because as far as I observed, they want the result of what they do in a short time.

Teacher 22: My past experiences show that they like traditional tests as these tests are familiar to them.

Teacher 39: I think traditional tests are their most popular assessment type since they are used to the way they are applied.

The other popular method of assessment for the students according to the teachers is peer assessment because it changes the atmosphere of the class positively. It is interesting and enjoyable for them. It makes the class more active and full of interaction and collaboration. For example:

Teacher 14: For students, peer assessment makes the class more active and make them work together.

Teacher 20: They like peer assessment because they are active in this activity.

Teacher 28: They like peer assessment because it creates an active class. Everyone is busy with each other.

Teacher 42: *They like team work, that is peer assessment. It connects them.*

4.6. Why is Assessment Carried out?

Majority of the teachers in this study told that their main purpose of the assessment is to inform the students. It means showing them whether they make a progress or not and whether they achieve or not. To illustrate:

Teacher 8: *Our aim is to show students how they can achieve learning a language.*

Teacher 14: *My objective is to clearly demonstrate if the students have a progress toward their goal.*

Teacher 20: *We can monitor students and then give feedback about where they are, what they know, what they need, and what the next step is.*

Almost the rest of the teachers stated that their purpose of assessment is to inform parents and directors because of the demands from them. As they work for private schools, it is important to inform the parents about students' progress in. For example:

Teacher 5: *As our school is a private one, parents' demands are high, and they want to see whether their children make progress. Actually their aim is not to see the progress but to see high numbers or grades.*

Teacher 17: *The admins of my school are so curious about the levels of the students, so they want to learn the results of their exams, quizzes, and other types of assessment.*

Teacher 34: *Private school parents want to know every step that their children make. Therefore, they want to be informed. Actually we use observations, we give projects, which is a good way of using authentic assessment tools. However, parents always want to see a formal and written feedback so we apply some traditional test types too.*

4.7. Types of Assessment Reflecting Ultimate Goal

Majority of the teachers participated in the study expressed that the best type of assessment which reflects the ultimate goal is portfolio because it deals with the process itself and how the product is created but not just with the final outcome or product. The following answers support this notion:

Teacher 8: Portfolios are best because they assess the progress rather than the result. We can see everything that Ss do. It is a good evidence of the progress of the students because we can see their development from draft to master work. Therefore, I prefer portfolios to assess my students.

Teacher 20: Portfolio reflects best because it is process-based assessment. It doesn't show only the current competence of students, it also shows all the process. It shows how the student was in the very beginning, how the student is now, and it gives clues about how the student will be in the next step.

Teacher 35: Portfolio is the best one because it is based on the process not only the result.

Teacher 41: As its main principle is assessing the process, portfolio assessment is the best to reflect ultimate goal.

4.8. Content/Skill Focus in Assessment of YLs

There are various types of assessment used by teachers in the educational environment. Accordingly, there are a lot of content/skill focus in assessment. Teachers choose the type of assessment according to the content focus in testing. The responses of teachers show that there is not a big difference about their focus of assessment as there is not a big difference between the frequencies of the choices given in Table 3.

Table 3. Content/Skill Focus in Assessment

Content of Assessment	F
Grammar	22
Spelling	16
Oral Skills	30
Listening Skills	25
Reading Skills	16
Writing Skills	14
Pronunciation	21

The most popular content focus among the teachers that are participated in this study is oral skills ($f=30$). According to Hughes, most teachers should accept that ‘if you want to encourage oral ability, then test oral ability’(1989, p.44). Most of the teachers in this study are aware of this fact. Accordingly, oral skills is the most preferred content of assessment at the primary level. Another content of assessment is listening skills ($f=25$). As listening is a receptive skill, it should be assessed by the teacher in order to check students’ comprehension for having a concrete evidence about their understanding. Some of the teachers stated that their content focus is grammar ($f=22$) and another group of teachers indicated that writing ($f=14$) which is generally assessed with the help of portfolios and projects is their skill focus of assessment. Spelling and reading have the same frequencies ($f=16$). Like the other oral skills, pronunciation has a higher frequency ($f=21$).

4.9. How are results reported?

For this question of the questionnaire, the participants stated how they report their results. Some of them wrote their answers with reasons but some of them wrote their answers without giving any kind of reason. Some indicated that the results are reported numerically because it saves time and it is more formal than making comments.

Teacher 3: *I prefer to report students' results with numbers because principles at school expect to show concrete things. And it is also easy to note down numbers.*

Teacher 12: *As they are young learners they like to compete with each other. Therefore, I prefer to give feedback numerically to my students.*

Teacher 17: *My aim is to show students' progress with numbers. As they are young learners they need concrete things. Accordingly I give them concrete feedbacks.*

Some of the teachers preferred to report assessment results with grade and comments. They are in favor of descriptive feedback. They believe that both grade and also comments are vital for the children at the age of 5-12. The teacher should express the current achievement level and should show the next step of teaching. The teachers' role is to show where the student is now, what the problems are, how the student deal with these problems, and what the next step should be to become more successful. To illustrate:

Teacher 6: *I think the numbers are not enough so we need to report the results with comments and numbers.*

Teacher 15: *The feedback should be descriptive so we can't report the results numerically. It is not adequate for students and parents. Therefore, we need to comment on students' results after assessing them.*

4.10. Other Comments about the Assessment of Young Learners

In the last item of the questionnaire, the teachers made some comments about the assessment of young learners. They proposed, suggested, or advised some ideas regarding assessment of young learners.

Teacher 3: *Students need to be informed about the success criteria of the assessment beforehand.*

Teacher 10: *Traditional methods should be left and alternative assessment types should be implemented in education.*

Teacher 18: *Assessment should encourage the students rather than bothering them with unnecessary details.*

Teacher 25: *In my opinion results should not be numerical because it sounds so symbolic to me. Therefore, results should be given descriptively.*

Teacher 36: *Assessment should not be considered as a negative thing. Thus, it should show at least one thing that the students do well.*

CHAPTER 5

5. CONCLUSIONS AND DISCUSSIONS

5.1. Introduction

This chapter is the presentation of the overview of the study. It introduces conclusions and discussions, and it demonstrates the significant points, and it also puts forward the implications and suggestions for further studies.

5.2. Overview of the study

The main concern of this study was to determine EFL teachers' choice of assessment type while teaching English to children at the primary level in private schools. This study also aimed to find out whether the most commonly used assessment type is the one approved by literature or not. Forty-two EFL teachers working with young learners in private schools in Gaziantep were participated in this study. This study is important for this region because of the fact that there has not been done such kind of a research that aims to gather EFL primary teachers' perception towards the assessment of young learners in this region so far. Therefore, the analysis of the data and the findings are curicial for the teachers working in this province because it will help them to have an idea about the approach to the assessment.

This study was conducted in private schools with the teachers teaching 2nd, 3rd, 4th, and 5th grade students in Gaziantep. Mixed method which combines two forms of data: qualitative and quantitative is used for this study. One questionnaire which includes both multiple-choice and open-ended questions is used to collect both qualitative and quantitative data. The quantitative data was gathered through the 1st, 2nd, and 8th questions in the questionnaire (which are multiple-choice). The items in these questions were analyzed in the form of frequencies (f) by means of SPSS procedures. The tables shown in the 4th chapter were drawn by SPSS program. The qualitative data was collected from the 3rd, 4th, 5th, 6th, 7th, and 9th questions (which are open-ended) in the questionnaire and content analysis is used to analyse these questions.

The purpose of the study is to answer the following research questions:

- 1) What kind of assessment types are used in private schools at the primary level in the province of Gaziantep?

- 2) What is the main purpose of assessment used in private schools for young learners in Gaziantep?

5.3. Conclusions and Discussions

The findings indicated that the teachers working in private primary schools use variety of assessment types for different purposes. They use portfolios, projects, self assessment, peer assessment, traditional tests, take-home tasks, observation, and conferencing. They have different purposes for assessing students. To illustrate, some of the teachers apply assessment to monitor students, others use it to diagnose problems during the teaching process, another group of teachers need it to check students' achievement and to encourage students' learning and motivation, and finally they use it to establish standards. Moreover, there are different types of content/skill focus in assessment of young learners. It is deduced from the responses of teachers that most of the teachers wanted to assess students' speaking and listening ability, some of them aimed to test students' grammar knowledge, some teachers focused on their reading and writing skills.

The prominent findings of the study are the following:

- 1) Portfolio is the most commonly used assessment types preferred by the teachers at the primary level in private schools in Gaziantep.
- 2) The prominent purposes of teachers to assess young learners are to monitor and progress, to check achievement and to encourage motivation and learning.
- 3) According to the teachers, traditional tests are the students' most popular assessment type.
- 4) According to the teachers participated in this study, portfolio is the best assessment type that reflects their ultimate goal.
- 5) Assessment should encourage the students rather than bothering them with unnecessary details.

The results of the study shows that teachers working at the primary level prefer authentic assessment types and they are aware of the fact that students should feel comfortable when they are assessed. Moreover, the main concern of assessment should be to encourage students' learning. Therefore, they are not in favor of using traditional types to assess students.

5. 4. Pedagogical Implications

Despite the fact that this study was conducted to a small sample size, it brought about some important implications that will help teachers when they assess students. As assessment is one of the most important parts of teaching process, it is important to determine the correct type of assessment. According to the findings of this study, portfolio is the most popular assessment type preferred by the YLs teachers. As portfolios reflect students' improvement step by step teachers uses them to check their competences and knowledge. Student portfolios can be defined as "the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities" (Pierce and O'Malley 1992:2). As Pierce and O'Malley indicates, teachers have the chance to control students' development and abilities with the help of portfolios. Moreover, as Wolf (1989) indicates, portfolios enable teachers to see students' oral and written work.

Another important implication is about the purpose of the assessment. According to the teachers participated in the study, teachers aim to monitor students' progress, to check students' achievement and to encourage motivation and learning. YLs are not aware of why they learn a new language. They do not learn it intentionally. Their parents or teachers or the other authorities decide it because they are too young to be aware of the importance and the usefulness of a second language (Iounnou-Georgio and Pavlou, 2003). Therefore, they need some reasons appealing them for motivation. A colorful and friendly atmosphere can give this motivation to them. Motivation is a prominent element for language teaching. Taken into consideration this important point, the teachers indicated that they use assessment to enhance motivation in class.

Although it is indicated by the teachers that traditional tests are popular among students, the pedagogical implications doesn't approve it. According to Biggar (2005) YLs prefer doing funny things while being assessed. They are different from adults. Accordingly their needs are changing in relation to their characteristics. Clark (1990) indicates that children get bored easily and they have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities. Under this condition, it can not be said that students prefer traditional tests. They need engaging and motivating classroom activities and assessment type. According to McKay(2006), the teachers' efforts in providing a motivating atmosphere and positive attitudes towards learning English may be damaged when it comes to assessment.

Wrongly chosen assessment types can demotivate some children, and that children may be negatively affected by assessment techniques when they become older learners (Pinter, 2009). Therefore, to prevent negative washback that may occur in the next steps of learning, YL teachers should choose authentic assessment methods.

As portfolios demonstrate all the skills of the student, it is the best type chosen by the YL teachers. A teacher can check students' writing and oral skill abilities, vocabulary and grammar knowledge at the same time by looking at student's portfolio. According to Pierce and O'Malley, student portfolios can be clarified as "the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities"(1992: 2). For this reason, teachers stated that portfolio is the best assessment type that reflects the ultimate goals.

5.5. Recommendations for Further Studies

Since authentic assessment methods are not commonly applied in education here at Turkey, this study is a guide for the teachers who work at the primary level in this area. It explicitly clarifies the characteristics of YLs and their needs. Therefore, it can be inferred the most suitable assessment method from their needs and characteristics.

This study also helps the researchers who want to study the assessment types and purposes at state schools. The researcher may study the differences between the assessment methods applied in private and state schools with the help of this study. They may conduct a questionnaire or do observations at state schools to find out the most commonly used assessment methods, and then he may compare the findings of the both studies.

The teachers who study assessment may use this study to compare the assessment methods applied to YLs and adult learners. They may make a similar research at universities and determine their needs. They may determine the best assessment method according to their needs and they may compare the most popular assessment methods used for YLs and adult learners.

Lastly, this particular study was a small scale one, including only the city centre of Gaziantep, Turkey. Therefore, other research studies may be done with a large number of participants and documents so that more reliable results could be reached.

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7. APPENDICES

7.1. APPENDIX 1: TEACHER QUESTIONNAIRE

Dear Teacher,

The questions below are all about to learn what English teachers' attitudes are with regard to the assessment of young learners in private schools and what type of assessment are used at the primary level. Think about the assessment content and activities you used for young learners and answer the questions.

I kindly request you to be genuine in your responses.

1- Which of the following ways of assessment do you prefer?

- a. Portfolio
- b. Projects
- c. Self assessment
- d. Peer assessment
- e. Traditional tests
- f. Take-home tasks
- g. Observation
- h. Conferencing

2- What is the purpose of your assessment?

- a. To monitor and progress
- b. To diagnose problems
- c. To check achievement
- d. To encourage learning/motivation
- e. To establish standards

- 3- What is your most popular method of assessment?
- 4- What is the most popular method of assessment according to the students?
- 5- Why is assessment carried out in your classroom? (for example; to inform parents, to inform pupils, to inform directors, for national FL standards)
- 6- What type of assessment best reflects ultimate goal?
- 7- Which of the followings are your content/skills focus in assessment of young learners?
 - a. Grammar
 - b. Spelling
 - c. Oral Skills
 - d. Listening Skills
 - e. Reading Skills
 - f. Writing Skills
 - g. Pronunciation
- 8- How are results reported? (numerical, descriptive, grade&comment, scores, percentages)
- 9- Add any comments you wish about the assessment of young learners.