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**THE EVALUATION OF PERFORMANCE TASKS GIVEN AT PRIMARY EDUCATION
ACCORDING TO STUDENTS' TEACHERS' AND PARENTS' OPINIONS**

THESIS BY

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We **certify** that this thesis under the title of **"THE EVALUATION OF PERFORMANCE TASKS GIVEN AT PRIMARY EDUCATION ACCORDING TO STUDENTS' TEACHERS' AND PARENTS' OPINIONS"** is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

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ÖZET

ALTERNATİF DEĞERLENDİRME YÖNTEMİ OLARAK PERFORMANS GÖREVLERİNİN DİL EĞİTİMİNE OLAN KATKISININ İNCELENMESİ

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Bu çalışma İlköğretim okullarındaki İngilizce derslerinde verilen performans görevleri ile ilgili öğrenci, öğretmen ve veli görüşlerini araştırmaktadır. Araştırma 2011-12 yılında Adana ili ve Tarsus ilçesinde bulunan özel okullarda uygulanmıştır. Bu çalışmanın katılımcıları 150 yedinci sınıf öğrencisi, bu öğrencilerle çalışan 30 öğretmen ve 50 öğrenci velisinden oluşmaktadır. Veri toplama aracı olarak anket ve döküman analizi kullanılmıştır. Yapılan araştırma sonucunda genel olarak öğrenci, öğretmen ve velilerin performans görevlerinin yararlı olduğunu, İngilizce öğrenimine olumlu katkı sağladığını, zevkle yapıldığını, öğrencilerin araştırma becerilerini geliştirdiklerini ifade ettikleri tespit edilmiştir. Öte yandansa, velilerin performans görevleri ile ilgili yeterince bilgiye sahip olmadığı, görevlerin emek harcamadan internetten hazır alındığı, ödevlerin veliler tarafından hazırlandığı, öğrencilerin birçok performans ödevini aynı anda yapmak zorunda kaldıkları ve zaman zaman zor görevler verildiği saptanmıştır. Bu çalışmadan elde edilen bulgular ışığında Milli Eğitim Bakanlığına, öğretmen yetiştiren üniversitelere , okullara ve İngilizce öğretmenlerine önerilerde bulunulmuştur.

Anahtar Kelimeler: Değerlendirme, Alternatif Değerlendirme, Performans Görevleri, Çocuklara İngilizce Öğretimi

ABSTRACT

THE EVALUATION OF PERFORMANCE TASKS GIVEN AT PRIMARY EDUCATION ACCORDING TO STUDENTS' TEACHERS' AND PARENTS' OPINIONS

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In this study it is aimed to find out students', teachers' and parents' opinions about performance tasks given in English classes at primary education. The study was carried out in private schools in Adana and Tarsus in 2011-12 education year. The participant of this study were 150 7th grade EFL students, 30 English language teacher working with them and 50 students' parents. Questionnaire and document analysis were used as data collection. It was identified as a result of study that students, teachers and parents stated that in general performance tasks are useful, they help students to improve their English language skills, students have fun while doing them, they enable students to develop their ability of research. On the other hand, it has been found out that parents do not have enough knowledge about performance tasks, these tasks are taken from internet as they are, without any effort, a great deal of tasks are done by tutors, students sometimes have to do many tasks at the same time and these tasks are really difficult to do. In the light of findings of this study, some suggestions were made to English language teachers, universities, schools and Minister of Education.

Keywords: Assessment, Alternative Assessment, Performance Tasks, Teaching Young Learners

ABBREVIATIONS

ELT : English Language Teaching

EFL : English as a foreign language

PTs : Performance Tasks

SPSS : Statistical Package for Social Sciences

YLS : Young Learners

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CHAPTER 1

1. INTRODUCTION

1.1. Introduction

This thesis reports the findings of a study, which aimed to reveal the students', their English language teachers' and parents' opinions about performance tasks regarding their contributions to English language learning. This chapter aims to explain the overall concepts of this study. The first issue will be about the background of the study; the purpose of the study will be explained. Then, the research questions will be stated. At the end of the chapter, the operational definitions of terms will be defined.

1.2. Background of the Study

In recent years, teaching English as a foreign language has made a considerable change in the world. Communicative approach and constructivism (which defines knowledge as temporary, developmental, socially, and culturally mediated), to language teaching started to take the place of behaviorist approach in language classrooms. In the constructivist model, "the learner is responsible for the learning and construction of knowledge, through co-operative situations, open-ended questioning, discussions and meaningful contexts" (Clarke, 2012, p.11). Parallel to these changes, the view toward to assessment also started to alternate. In the light of this educational reform, traditional assessment of language performance was criticized in terms of reflecting the students' real performance in the classroom and also in terms of contributions related to language learning. The traditional classroom paper-pencil assessment offers a quick and simple method of learning about students' subject knowledge. According to Oberg (2010), these tests have a standard delivery and response format, typically one correct answer using a forced choice response format like multiple choice, matching, or true/false. Students are scored according to response with little attention paid to process. In some cases, there might have been no correlation between classroom performance and traditional written exams. This sometimes resulted to invalid and unreliable judgments concerning students' achievement. For this reason alternative ways of assessments were considered to measure the students' real achievement.

Since the relationship between assessment and learning is important, assessment practices need to change so that they reflect the learning process. Alternative assessment

refers to processes and techniques that can be used in the context of teaching and it can be easily integrated into daily activities in the classroom (Hamayan, 1995). Standardized testing usually produces a score that may not be meaningful by itself. On the other hand, information from alternative assessment is easy to interpret and understand. In 2006, Ministry of National Education developed a new curriculum for the primary schools in Turkey by taking these changing points into consideration. With this new curriculum formative assessment gained significant importance and is recommended. One of the formative assessments that is referred to in the new curriculum is Performance Tasks. According to Örsdemir, (2010), performance tasks are kind of assessments that involve observation of behavior in the real world.

1.3. Statement of the Problem

The new English Language Curriculum for Primary Education was put into practice by the Board of Education with the resolution, no: 14, dated to: 10. 02. 2006. The new curriculum differs from the previous one in terms of assessment and evaluation. In this new curriculum, different from the first one, teachers are required to use both summative and formative assessment tools to evaluate students' learning. Use of formative assessment tools like projects, portfolio assessment, peer- evaluation assessment, self- evaluation, diaries and performance tasks is one of the innovations put into use by the Board of Education. Performance tasks are beneficial for students, teachers and parents. According to Brown, Hudson and Yoshioka, one benefit of performance task is that they are non- intrusive and reflect the daily classroom curriculum (Brown, Hudson & Yoshioka, 1998). Although these tools are being used in language classrooms for over five years, there are still arguments about the benefits of performance tasks regarding contributions related to English language learning.

1.4. Purpose of the Study

Since the performance task gained a significant importance in the new curriculum of the Minister of National Education, its contributions to foreign language learning in our context need to be analyzed thoroughly. Performance tasks allow students to be more creative, allows them to take responsibility for their learning. For teachers, the most important advantage of performance tasks is that they provide data on their students and their classroom for educational decision-making (Çiftçi, 2010). Teachers can obtain clear information about the students' language learning process. Performance tasks enable parents to share the

educational process, and offer them a look into what their children do in the school (Hamayan, 1995). Thus, the purpose of the study is to investigate the opinions of students, and their teachers about performance tasks regarding their contributions related to English language learning. Besides, the opinions of parents in relation to performance tasks will be identified.

1.5. Research Questions

To achieve the purposes stated above the focus of this study will be to find the answers to the following research questions:

- 1- How do primary school students view performance tasks use in English language learning?
- 2- How do primary school teachers view performance tasks use in English language learning?
- 3- What are the opinions of primary school students' parents related to performance tasks in general?

1.6. Operational Definitions

In this study following terms will be considered in their meanings below:

Young Learners (YLS): Learners between 7-13 years old. Young learners in this study are at the age of 13 attending 7th grade at private schools in Adana and Tarsus.

Summative Assessment: Summative assessment is an assessment activity, which results in a mark or grade to judge the students' performance. It is used to summarize how much students have learned at a particular time and check students' level of performance. Sit down exams are classic ways of measuring students' progress used as summative assessment in schools. (Örsdemir, 2010).

Formative Assessment: Formative assessment is done during the teaching and learning process. Yıldız (2011) states that formative assessment is supposed to provide guidance to the students during their learning by showing their strengths and weakness in the subject and making it possible to improve their competences. It is also supposed to show the students what they have to work and what they already know according to the aims from the subject curriculum.

Performance Tasks: Performance tasks are defined as the activities that present the students' daily life situations aiming to develop and measure the higher level of thinking skills of students (Çiftçi, 2010). They are the alternative ways of assessment, which requires the students to create a product that demonstrates their knowledge and skills (Örsdemir, 2010).

CHAPTER 2

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter consists of three main sections. First, it will clarify the relationship between assessment and learning. Then, it will discuss assessment in terms of young learners. Additionally, Performance Tasks and their relationship with language learning will be clarified.

2.2. Assessment and Language Learning

Assessment has, for at least the last 50 years, been a centerpiece of many educational improvements and reform proposals. Assessment as well as language teaching reflects teachers' understanding of how students best learn (Aschbacher, 1995). Aschbacher, Herman, and Winters (1995, p.1) claim that assessment should be able to help teachers answer two critical questions:

- How well are students doing?
- How can teachers and students do better?

Assessment is defined as “the process of gathering information about student learning from multiple 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” (Huba and Freed, 2000, p. 8). Additionally, Moseley (2002) states that assessment should be used as a systematic basis for making inferences about the learning and development of students. It is the “process of defining, selecting, designing, collecting, analyzing, interpreting and using information to increase students' learning and development” (p.2). Herman, Aschbacher and Winters (1992) claim that assessment should evaluate lesson objectives. In order to achieve this aim, classroom instruction should provide students with the opportunity to experience and learn knowledge and skills.

Feedback is crucial in the assessment process as it shows students what they have learned and what they need to work on. Students need to monitor their learning and evaluate their strategies and their current level of understanding (Herman, Aschbacher, Winters, 1992). According to Örsdemir (2011), assessment is carried out for the purpose of receiving and giving feedback on teaching and learning in classrooms. In this way both the teachers and the students become aware of the strengths and weaknesses and determine whether the goals have

been achieved. Thus, feedback, which is provided for learners and teachers in order to improve teaching and learning, makes assessment significant.

Butler and McMunn (2006) state that assessment is a process that usually leads to improved learning. The two purposes of assessment are to provide feedback to students and to serve as a monitoring tool for instruction. If the assessment indicates a need for improvement, students can search new strategies, and teachers can search out new techniques to help students to work on their weaknesses.

However, some forms of assessment only inform students and teachers about the results at the end of the process without allocating time for students revise their weaknesses (Örsdemir, 2010). Thus, it is important to know the differences between traditional and formative forms of assessment.

2.2.1. Traditional Assessment

Traditional assessments are regarded as summative assessments. They are the types of assessments which people think of when they hear the word test or exam. According to Örsdemir (2010),

“summative assessment is an assessment activity that results in a mark or grade to judge students’ performance. It is used to summarize how much students have learned at a particular time and check students’ level of performance. Sit down exams are classic way of measuring students’ progress used as summative assessment in schools” (p.6 & 7).

Summative assessment “intends to determine or summarize what a student has already known, and it takes place at the end of the course but it does not focus on the future progress” (Cizek, 2010, p.4). Örsdemir (2011) states:

“summative assessment takes place after the learning has been completed and provides information about the teaching and learning process. It only helps teachers in organizing their courses because summative assessment shows whether program goals and objectives have been met or not” (p.7).

Since summative assessment does not provide immediate feedback, there is a need for alternative assessment techniques that help teachers and students during the learning process.

2.3. Alternative Assessment

Alternative assessment is a kind of formative assessment that is used to provide students feedback to improve their learning (Örsdemir, 2010). Yıldız (2011) states that formative assessment as:

“the kind of assessment that is done during the teaching and learning process while summative assessment is the testing that is to test students’ competence at the end of teaching and learning process.

Formative assessment is also supposed to provide guidance to the students during their training by showing their strengths and weakness in the subject and making it possible to improve their competences. It is also supposed to show what they have work and what they already know according to the competence aims from subject curriculum”(p.8)

Cizek (2010) claims that formative assessment helps teachers and students with information on what, how much and how well learning is occurring.

According to Cizek (2010, p. 8) formative assessment:

- Requires students to take responsibility for their own learning,
- Communicates clear, specific learning goals,
- Focuses on goals that represent valuable educational outcomes beyond the learning context,
- Identifies the students’ current knowledge and the next steps that are necessary for reaching the desired goals,
- Requires development of plans for attaining the desired goals,
- Encourages students to self-monitor progress toward the learning goals,
- Provides examples of learning goals including rubrics that will be used to evaluate students’ work,
- Provides frequent assessment, including student self- assessment and integrated assessment within learning activities,
- Includes feedback, which is the most important parts of formative assessment and provides opportunities for the students to revise and improve their understandings,
- Promotes metacognition and reflection by students on their work.

Additionally, Hamayan (1995) states that alternative assessment helps parents to be able to take part in educational process so that they can easily understand what their children are doing in the classroom. Alternative assessment allows teachers to have data about their

students and classroom teaching for educational decision-making. It “chronicles the success of curriculum and provides teachers with a framework for organizing students’ work” (Hamayan, 1995, p.215).

2.4. Young Learners and Assessment

Classroom assessment is of essential importance to student learning. According to Shaaban (2005)

“the assessment of students’ progress and achievement in EFL/ESL classes should be carried out in a manner that does not cause anxiety in the students. As new EFL/ESL curricula have moved in the direction of developing communicative skills through the integration of language and content, as well as language skill integration, the traditional paper and pencil tests no longer cover the variety of activities and tasks that take place in the elementary classroom” (p.34-35).

Han Yan (2006) stated that the purpose of assessment is to improve students’ confidence in learning and increase this learning in the future. According to Örsdemir (2011), “it is axiomatic that the way children learn best be reflected in the ways that they are assessed”(p.10). So, it is important to know how young learners think and learn, and also the characteristics of young learners in the assessment process of children. Thus, in this section, theories of child thinking and learning and literature related to characteristics of young learners and their implications to teaching are discussed.

2.4.1. General Characteristics of Young Learners

Primary education is very different in various parts of the world. According to Pinter (2006), in some contexts, primary school lasts from 5 to 11 years of age, while in other contexts children start school later, at the age of 6 or 7, and state primary school can carry on until children are 14 years of age. Children may start learning English at different stages of their primary education.

Working with young learners requires the knowledge of their characteristics (Sollars, 2001; Salyers and McKee, 2003; Levire, 2005; McKay, 2006; Örsdemir, 2011). Moon (2000, p.10) summarized young learners’ characteristics as in the following:

- They respond the meaning even if they do not understand individual words

- They learn indirectly rather than directly- they take information from everything around them rather than focusing on the precise topic they have been taught. Hence it is important to give the target language in a meaningful context.

- They generally show an enthusiasm for learning and they are curious about the world around them.

- Their feelings of success or failure are dependent on how adults and peers respond to them. They need teacher and peer approval and are very sensitive to criticism of their own age group.

- They love to share their experiences and are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.

- They learn in variety of ways like by watching, by listening, by imitating, etc.

- They respond the meaning even if they do not understand individual words.

- Their understanding comes not just from explanation but also from what they see and hear.

- They have a limited attention span; if the activities are not extremely engaging they can easily lost their interest.

- They take great pleasure in creating fun in what they do. They are happy when they can play.

Drawing on the above line of argument, the following conclusions can be made. First of all, as Örsdemir (2010) states teachers should provide variety of learning experiences that encourage students to get information from different sources. Teachers should consider the needs of their students by developing good relationships and plan a variety of activities that are flexible enough to prevent students from getting bored.

Secondly children learn a foreign a language in a natural way, which is similar to the way they learn their own language (Moon, 1993). They have characteristics that help them to learn a language. They can infer meaning from the context.

Next is the fact that they do not analyze the language. They generally learn indirectly rather than directly (McKay, 2006). Children look for meaning when learning the language. So, the teachers should give the target language in a meaningful context to students.

Another characteristics of young learners is that their concentration and attention spans are short (Salyers and McKee, 2003; Levire, 2005; McKay, 2006; Örsdemir, 2011). For

this reason, they have trouble in focusing their attention for a long time. Thus, it is essential to bring variety of activities to the young learners' classroom.

Moreover, the meaning is important for the children. For this reason, they need to be provided with language practice activities to experience real communication (Örsdemir, 2011).

2.4.2. How do Young Children Learn?

For centuries, theories about how children learn and think have been researched and discussed by scientists (Cameron, 2001 & McKay, 2002). There are certain theories, the most important ones were formed by Piaget, Bruner, and Vygotsky. These theories have become outstanding in the past few decades that influenced contemporary education (Pinter, 2006).

Piaget is one of the most important theorists in the field of education. He worked on cognitive development. According to Piaget, "cognitive structures are basic, interconnected psychological systems that enables people to process information by connecting it with prior knowledge and experience, finding patterns and relationships, identifying rules and generating abstract principles relevant in different applications" (Black & Pope, 2008, p.59).

According to Cameron (2001, p.2), Piaget's concerns about how children learn are:

- Children construct their own knowledge in response to their experience
- Children learn many things on their own without the intervention of older children or adults
- Children are intrinsically motivated to learn.

Piaget introduces a child as someone who is "actively constructing his or her own thinking in interaction with physical and social environment" (cited in Pinter, 2000, p.5). Activities such as play, imitation, and problem solving help "to move the transfer from physical to mental activity. Thought infers from action, action incorporated mentally within the imagination, and finally thinking develops" (Blake & Pope, 2008 p. 61).

For the child learning theory, one important theory that Piaget suggested was the concept of readiness. He (1972) claims that:

"[T] all children pass through some stages before they construct the ability to perceive, reason, and understand" (cited in Black & Pope, 2008, p.59).

Cameron states that (2001):

"Piagetian psychology differentiates two ways in which development can take place as a result of activity: assimilation and accommodation."

Assimilation happens when action takes place without any change to the child; accommodation involves the child adjusting to features of the environment in some way” (p.3)

Thus, the concept of readiness requires that children be taught when they are ready to conceptualize the material being used: otherwise there will not be any transition from physical activity to mental processing (Örşdemir, 2011). One other scientist who has important influences in today’s educational settings is Vygotsky. He is responsible for the social development theory of learning. Vygotsky (1962, 1968 cited in Riddle, 1996) believed that

“ [T] development is a process that should be analyzed, instead of a product to be obtained” (p.1).

According to Vygotsky, the development process begins at birth and continues until death (Riddle, 1996). In his work, Vygotsky emphasized the importance of social interaction and instruction. He proposed that social relations lead to the development of mental functions (Blake & Pope, 2008). Vygotsky developed concepts of cognitive learning zones. This is called as the Zone of Proximal Development (ZPD). Vygotsky describes it as “the distance between the actual development level 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” (Riddle, 1999, p.14) In other words, the zone of proximal development occurs when students can complete tasks on their own. Black&Pope (2008) explains ZPD as:

“The zone of proximal development requires adults and peers to provide assistance to students who cannot complete the assigned task without help. The ZPD is the gap between what learners are able to do independently and what they may need in accomplishing. Instruction and learning occurs in this zone. When students are in this zone, they can be successful with instructional help (p.60)

Vygotsky differs from Piaget in terms of his theory about the child’s social interaction. While Piagetian view accepts the children as an active learner on his own, in Vygotskian view, the child is active learner in a world that is full of other people with which he or she interacts and learns. Social interaction plays an important role in student’s learning in Vygotskian view (Örşdemir, 2011; Blake & Pope, 2008). Thus, similar to parents who know what kind of help their children need; teachers should manage to apply this strategy in both lesson planning and their talk to children.

One other important theorist who made contributions on how young learners learn is Bruner. Bruner is thought of as one of the founding fathers of Constructivism. Bruner's theory of constructivism was influenced by the theoretical research of Vygotsky, and Piaget. His theoretical framework supports that learners construct new ideas and concepts based upon their background knowledge. The process of learning is active and involves making meaning from experience, forming hypotheses and decision-making. He presented the idea that children could be regarded as active problem solvers (Cherry, 2004). According to Örsdemir (2011)

“A notion which was introduced by Bruner (1983) is “scaffolding”. This notion refers to help given to a child by an adult which usually takes the form of a task that supports a child in carrying out an activity which the children are not capable of doing on their own yet. Thus, it can be anticipated that scaffolding brings together the idea of support and guidance in instruction. For example, in classrooms teachers scaffold children's learning by breaking it into stages such as helping children to attend what is important while making connections to the whole picture at the same time” (as cited in Cameron, 2001, p.9).

According to Örsdemir (2011), routines that happen everyday may provide opportunities for language development. The context created by routines provides an opportunity for children to predict meaning and interaction. As routines are repeated, children are able to assume more control and responsibility. A useful example of routine is of parents reading stories to their children from babyhood onwards. The importance of routines is linked to the role of stories on narratives in language classrooms (Örsdemir, 2011). Having reflected on how children learn, the following sections explore how to assess young learners.

2.4.3. Assessing Young Learners

All teachers need to know how effective their teaching is and all learners are interested in learning how well they are doing. At this point, assessment can be considered as one of the crucial aspects of teaching. According to Pinter (2006), in the case of children, traditional assessment methods can be problematic. Traditional paper and pencil tests include activities like filling the gaps, answering multiple-choice questions, or translating vocabulary lists.

“ Young learners are notoriously poor test takers...”[T]he younger the child being evaluated, assessed, or tested, the more errors are made....

[and] the greater risk of assigning false labels to them (Shaban, 2002 , p.16).

However, in the case of younger children, traditional tests often do not work because these tests are not able to show what children know as real and can do with confidence. They might also have negative influence on teaching. Instead of singing, reciting rhymes, listening to stories, and playing games, children will have to spend time answering multiple-choice questions in order to be prepared for the test. This is called the negative wash back effect of tests (Pinter, 2001).

Furthermore, traditional classroom testing procedures can cause children a great deal of anxiety that affects their language learning. Wrongly selected assessment tools can disadvantage children and they can sometimes be negatively affected by assessment techniques used for older learners (Örsdemir, 2011). Inappropriate assessment methods and possibly lower grades can discourage children and cause them to lose their motivation to learn English (Pinter, 2006). Therefore, it is important to explain the characteristics of young learners' assessment and what kind of assessment would be most appropriate for them.

According to Örsdemir (2011, p.2), assessment procedures for young learners should satisfy the following demands:

- Tasks should be appealing to the age group interesting, preferably with components of game and fun.
- Many types of assessment should be used, with pupil's, the parents' and the teacher's perspectives involved.
- Both the tasks and forms of feedback should be designed so the pupil can be aware of what he or she can do.
- The pupil should be supported in carrying out the tasks.
- The teacher should support in understanding basic criteria and methods for assessing language ability.
- The activities used in assessment should be good learning activities in themselves.

Finally, the following principles should be considered when assessing young learners, as assessment in language learning should be a natural outcome of what pupils do in the classroom settings:

- Assessments should be an integral part of teaching / learning process.
- Methods of assessment should recognize that young children need familiar contexts and activities that reflect the things they do regularly in class, in order to be able to show their abilities.

- Information on all dimensions of learning should be monitored: affective and social as well as linguistic and cognitive.

- The emphasis of assessment should be on finding out what pupils can do.

- It should provide an opportunity for the pupils to demonstrate what they can do with what they have learned.

- Assessments should be appropriate to age level in terms of content and cognitive demands.

- The teacher should find time to sit with each pupil individually to reflect on learning and allow the pupil to express his/ her feelings about learning Örsdemir (2011, p.24).

Regarding the young learners' characteristics in language learning and language assessment, it is important to decide what kind of assessment can be more appropriate for young learners. Following the above line of the argument, it seems that traditional assessments may not be of help for young learners as in such cases young learners may not demonstrate their performance due to time and anxiety constraints (Örsdemir, 2011). Instead, formative assessment seems to best suit the purpose as it relieves test anxiety and creates positive attitudes towards learning languages.

Shaban (2001, p. 35) defines alternative assessment as "any method of finding out what a students know and can do that is intended to show growth and inform instruction and is not standardized or traditional test." Specifically, alternative ways of assessing students take into account variation in students' needs, interests and learning styles; and they attempt to integrate assessment and learning activities. Also they indicate successful performance, highlighting strengths, and provide formative rather than summative assessment (Shaban, 2001). Similarly, Connor (2012) states that:

"Alternative forms of assessment provide us with a way by which we can evaluate students in a more relaxed manner. They are also less stressful for students and attempt to cater to all learning styles and intelligences. What is more, this type of assessment generally uses holistic scoring which focuses on evaluation of the whole child rather than counting mistakes, as is the case with traditional scoring" (p.3).

Naturally, there is a need for alternative forms of assessment in order to evaluate young learners' progress and achievement. One method of assessment gaining popularity with teachers of young learners is the "portfolio." A portfolio means "a collection of students work and evidence of student achievement over a period of time" (Pinter, 2006, p.136). It can

include drawings, pieces of writing, and examples of crafts. According to Herman (1992), "Portfolios have the advantage of containing several samples of student work assembled in a purposeful manner. Well-conceived portfolios include pieces representing both work in progress and showpiece samples student reflection about their work, and evaluation criteria" (p.138).

Learners are able to present their actual performance with portfolios because they link teaching and assessment with instruction in the classroom (Örsdemir, 2011). Moreover, "portfolios can also motivate learners by getting them to focus what they are good at and develop ownership of learning process, thus promoting learner independence" (Pinter, 2006, p.137). Another alternative method that teachers can experiment with is self-assessment. Encouraging students to assess themselves is an integral part of a learner-centered approach. As Pinter (2006, p.136) points out, "self-assessment means that children are asked to think about their own performances and achievements regularly." Through self-assessment language learners take on more responsibility for monitoring their own language learning process, and this helps them to become autonomous learners (Örsdemir, 2011). The use of rating scales, checklists and questionnaires are the most popular techniques that are used to help learner autonomy in the area of self-assessment.

One other technique used as an alternative assessment is peer-assessment. Recent trends in language learning, teaching methodology have stressed the need to develop students' ability to work cooperatively with others in a group (Shaban, 2001). Peer assessment is an activity that allows students to assess each other's performance. It can be extremely valuable in helping students to learn from each other by listening, analyzing and problem solving. One other form of alternative assessment is "performance tasks" and it is discussed in detail within the following section.

2.5. Performance Tasks

Beginning from the 2005-2006 school year, Turkish educational system put into use a new kind of student performance tasks in the new curricula. These performance tasks are defined as language learning activities that aim to develop and measure the higher level of thinking skills of students (Çiftçi, 2010). They are alternative ways of assessment that require the students to create a product that demonstrates their knowledge and skills (Örsdemir, 2011).

The following section discusses the characteristics of performance tasks according to the Primary Education Institutions Regulations (2006; 2008) and circulars related to performance tasks (No: 95/2006; 68/2007; 16251/2007; 443/2008; 7273/2009).

2.5.1. The Characteristics of Performance Tasks

On reviewing the related document (95/2006), the following facts related to characteristics of performance tasks were inferred. Performance tasks should be associated with students' daily life and they should appeal to students' personal interest. Students should also be encouraged to use their creativity in performance tasks. Moreover, performance tasks should be at a difficulty level that the students can do alone. According to Örsdemir (2011), performance tasks should be practical. Both national facilities and individual differences of students should be considered while designing the tasks. One other important thing about performance tasks is that students should prepare their performance tasks on their own, parents should only help them in finding the resources for their tasks.

2.5.2. Language Learning and Performance Tasks

Performance tasks are perceived as valuable tools for educational reform. They can have a positive, long lasting impact on instruction and student learning. According to Davidson and Feldman (2009) "performance-based assessment like performance tasks require student to demonstrate that they have mastered specific skills and competencies by performing task" (p.76). Students appear to "learn best when they have a personal reason for learning and when the environment is familiar to them" (Davidson and Feldman, 2009, p.76). Performance tasks provide this environment and has relevance for students" (Butler & McMunn, 2006, p. 6). Performance tasks use real world activities and learning. They concern reality rather than disconnected items knowledge. Performance tasks use activities that relate to the world outside the school. For this reason, performance tasks can provide a depth look at knowledge, skills and thought processes as they require active student participation that helps to improve students' self confidence (Charles, 2012).

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This chapter presents information about the methodological procedures of the study. In the first part, it introduces the research design and then it presents the research questions. Section three reports the participants of the study. The fourth section of this chapter gives information about the data collection tools used. The final section presents details about the data analysis procedure.

3.2. Research Design

This study aimed to investigate students', their English language teachers', and parents' opinions about performance tasks regarding their contributions to English language learning. The study was both quantitative and qualitative in nature. Fraenkal & Wallen defines quantitative research as "empirical research in which the researcher explores relationships using numeric data" (Fraenkal & Wallen, 1993, p.5). Devers & Frankel state qualitative research as "a family of approaches whose goal is understanding the lived experience of persons who share time, space and culture" (Devers & Frankel, 2000, p.113). It is sometimes considered that quantitative research is better than qualitative research, but in fact they both have strengths and weakness. A combination of these methods allows a triangulation of data (Örsdemir, 2011). Thus, both qualitative and quantitative research methods were used for gathering the data. Among the quantitative methods, survey research was used to elicit the students', their teachers' and parents' opinions about performance tasks. Survey research is defined "as a specific type of field study that involves the collection of data from a sample of elements drawn from a well-defined population through the use of a questionnaire" (Visser, Kornick & Laurakas, 1996, p. 223).

3.3. Research Questions

This study was designed to find the answers to the following research questions:

1- How do the primary school students view performance tasks use in language learning?

2- How do the primary school teachers view performance tasks use in language learning

3- Do the parents believe performance tasks contribute to language learning process?

3.4. Participants of the Study

The participants of this study were 150 7th grade students, 30 teachers working with them and 50 parents of the 7th grade students. The participants were selected from 3 different private schools in Adana and 1 private school in Tarsus. While selecting the participants, the convenience sampling was used, as the participants were the easiest to reach. Convenience sampling is defined as “a non-probability sampling technique where subject are selected because of their convenient accessibility and proximity to the researcher” (Castillo, 2009, p.2).

3.5. Data Collection Tools

Three questionnaires were used to investigate the students', their English language teachers', and parents' opinions about performance tasks regarding their contributions to English language learning. Three research questions framed this study. The first question was “how do primary school students view performance tasks use in English language learning?” A questionnaire with two open-ended items was used to find the answer to this question (see Appendix 1). The second research question was “how do primary school teachers view performance tasks use in English language learning?” A questionnaire with two open-ended items was used to collect data again (see Appendix 2). The third and the last research question was “what are the opinions of primary school students' parents related to performance tasks.” For this research question only a questionnaire without any open-ended items was used to collect data (See Appendix 3).

3.5.1. The Questionnaires

Questionnaires are simply tools for collecting and recording information about a particular issue of interest (Malhatra, 2006, p. 83). In the case of this study, they helped to gather information on situations and opinions. Based on a review of regulation related to functions of performance tasks in primary education, the researcher designed two parallel questionnaires: a student questionnaire and a teacher questionnaire. Both of these

questionnaires consisted of 11 items, but while the student questionnaire's items based on a 3-point Likert-type rating scale, the teacher questionnaire's items were designed in the form of 5-point Likert-type rating scale.

At the end of both questionnaires, there was a section with two open-ended items that asked the participants whether they were in favor of the PT's or not. The open-ended items were as follows:

1- I like PT's because.....(Students Questionnaire)

I am in favor of PT's because.....(Teacher Questionnaire)

2- I do not like PT's because.....(Student Questionnaire)

I am not in favor of PT's because.....(Teacher Questionnaire)

Apart from students' and teachers' questionnaires, another questionnaire was designed for the students' parents. This questionnaire consisted of 12 items and based on a 5-point Likert-type rating scale.

For the reliability of questionnaires, Cronbach- alpha values of each questionnaire were calculated to see the internal consistency of the instruments. Cronbach- alpha value for the Learner Questionnaire was found to be $x = 0,87$, Cronbach- alpha value for the Teacher Questionnaire was found to be $x = 0,90$ and Cronbach- alpha value for the Parents Questionnaire was found to be $x = 0,99$. Reliability evaluation criteria according to Cronbach- alpha value are given in Table 3.1 below.

Table 3.1. Reliability evaluation criteria for student questionnaire, teacher questionnaire, and parents' questionnaire according to Cronbach-alpha value

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

According to Table 3.1 above, Cronbach-alpha values of the student questionnaire, the teacher questionnaire, and the parents' questionnaire are at the high level of reliability.

3.6. Data Collection Procedure

150 7th grade students, 30 teachers working with them and 50 parents of 7th grade students participated in the study. While selecting participants, the convenience sampling was used, as this sampling method helped the researcher to reach the participants easily. The questionnaires were answered in participants' own time. Content analysis and Statistical Package for Social Science (SPSS) were used to analyze the data. The percentages were calculated by means of SPSS procedures. The figures and the tables were drawn by SPSS application, as well.

CHAPTER 4

4. DATA ANALYSIS

4.1. Introduction

This chapter presents the data analysis of the study that aimed to identify the opinions of students, teachers, and parents about the contributions of performance tasks in English language learning. The results are categorized using the three questionnaires as a basis (see Appendix 1, 2 and 3).

4.2. Findings from the Questionnaires

Three different questionnaires were used in this study for three different participant groups: the student questionnaire, the teacher questionnaire and the parent questionnaire. The student questionnaire consisted of 11 items based on a 3-point Likert-type rating scale, degreed from 1 (Always), 2 (sometimes) to 1 (never). Teacher questionnaire also had 11 items on a 5-point Likert-type rating scale degreed from 1 (Always) to 5 (never). Finally, the parent questionnaire comprised of 12 items based on a 5-point Likert-type rating scale degreed from 1 (Always) to 5 (never).

The findings of the Likert-type items are described based on the following research questions:

- 1- How do primary school students view performance tasks use in English language learning?
- 2- How do primary school teachers view performance tasks use in English language learning?
- 3- What are the opinions of primary school students' parents' related to performance tasks in general?

4.2.1. The Student Questionnaire

Students' responses to the items related to their views about performance task use in English language learning are presented in Table 4.1.

Table 4.1. Students' Responses to the Items related to Performance Task Use

	Always		Sometimes		Never	
	f	%	f	%	F	%
1- I improve my writing skill in English while preparing my performance task.	99	66	30	20	20	13
2-I improve my reading skill in English while preparing my performance task.	99	67	34	23	15	10
3- I improve my listening skill in English while preparing my performance task.	91	61	28	19	30	20
4- I improve my speaking skill in English while preparing my performance task	109	74	20	14	19	13
5- I use different language skills (reading, writing, listening and speaking) in integration while preparing performance task.	104	70	26	17	19	13
6- I learn new words in English while preparing my performance task.	119	80	19	13	11	7,4
7- I can use the vocabulary that I have learnt before while preparing my performance task	121	81	15	10	13	8,7
8- I can use the grammar rules I have learnt before while preparing performance task.	114	77	26	17	9	6
9- I enjoy dealing with English while preparing performance task	75	50	34	23	40	27
10- My self-confidence about English is enhanced through performance task.	103	69	27	18	19	13
11- I use my creativity in performance task given	119	80	23	15	7	4,7

As it is seen in Table 4.1, there were 11 items in this section. To item number 1, which asked whether performance tasks improved their writing skill in English, 99 students with a percentage of 66% responded as “always”. 30 of the remaining students responded, as

“sometimes” that was equivalent to 20%. Finally, the rest of the students gave an answer “never” with a number of 20 and a percentage of 13%.

Item number 2 was related to whether performance tasks improved students’ reading skills in English, 99 students with a percentage of 67% responded as “always”. On the other hand, 23% of the students with a frequency of 34 claimed as “sometimes”, and the last 15 students that represented 10% of the sample size responded as “never”.

Another item that aimed to reveal whether performance tasks improved students’ listening skills in English was item number 3. To this item, 91 students with a percentage of 61% responded as “always”. 30 students that represented 20% said “never”. And 28 students with a percentage of 19% gave a response as “sometimes”. It was nearly equal to the percentage of students who responded as “never”.

Next comes item number 4, which asked students whether performance tasks improved their speaking skill in English. 109 students with an equivalence of 74% claimed as “always”. On the other hand 20 (14%) students responded as “sometimes”. And finally, 19 students with a percentage of 13% answered as “never”.

Another was item number 5, which asked if students used different language skills (reading, writing, listening and speaking) in integration while preparing performance tasks. 104 of students, with 70%, responded as “always”. The next 26, which were equal to 17%, responded as “sometimes”. And finally the remaining 19 students with a percentage of 13% gave an answer as “never”.

One other item was item number 6. This item tried to clarify whether students learned new words in English while preparing performance tasks. To this item, 119 (70%) students responded as “always”. 19 students with a percentage of 13% gave a response as “sometimes”. And lastly, 11 (7,4%) students gave an answer as “never”.

Next comes item number 7, which was related to whether students used their vocabulary that they had learnt while preparing performance tasks. 121 students responded to this item as “always” with the percentage 81%. 15 students with a percentage of 10% gave a response as “sometimes”. And the final 13 (8,7%) responded as “never”.

Item number 8 tried to clarify whether students used the grammar rules they had learnt while preparing performance tasks. 114 (77%) students responded to this item as “always”. 26 students that equaled to 17% gave a response as “sometimes”. And the last 9 students with a percentage of 6% gave an answer as “never”.

On the other hand, students responded to item number 9 which dealt with whether the students enjoyed dealing with English while preparing performance tasks was as “always”

with a frequency of 75 (50%), “never” with a frequency of 40 (27%), and the remaining 34 (23%) was “sometimes”.

As for the item number 10 which asked students whether their self confidence about English enhanced through performance tasks, 103 of the students, with 69% gave a response as “always”. The next 27 (18%) responded as “sometimes”. And the rest of the students with a number of 19 (13%) answered as “never”.

And lastly, item number 11 which questioned whether students could use their creativity in performance tasks given, 119 (80%) responded as “always”. 23 of the students with an equivalence of 15% claimed as “sometimes”. And finally 7 students with a percentage of 4,7% answered as “never”.

Having looked at the findings received from the student questionnaire, below in section 4.2.2, results from the teacher questionnaire are discussed.

4.2.2. The Teacher Questionnaire

The teacher questionnaire had an extra section that included items related to gender, years of teaching experience and teacher training received in PTs in addition to the items related to the relationship between performance tasks (PTs) and language learning. 7 out of 30 teachers, who responded to the questionnaire, were male, while the remaining 23 were female. Figure 4.1 presents teachers’ total years of teaching experience.

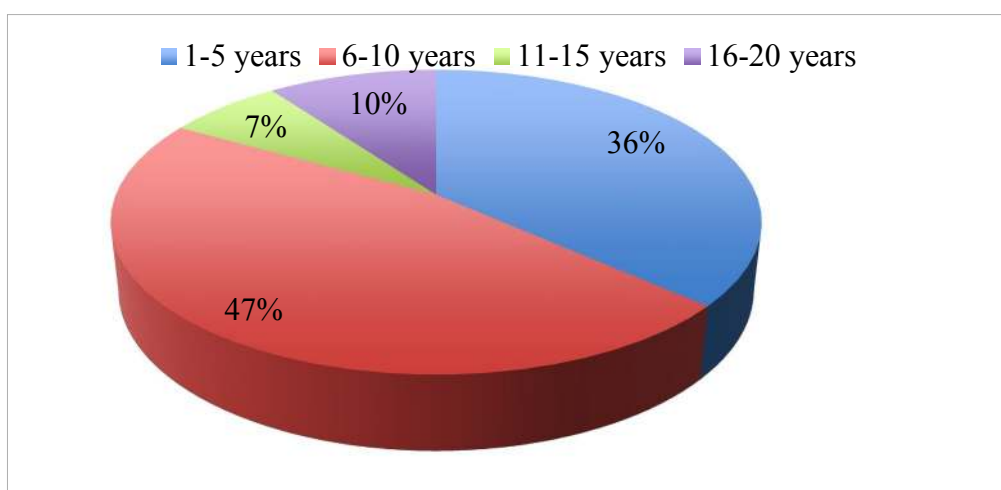


Figure 4.1. Teachers’ Total Years of Teaching Experience

As it is seen in Figure 4.1, the majority of 30 teachers who participated in this study with a frequency of 14 (47%) had 6-10 years of teaching experience. Additionally, 11 (36%)

teachers had 1-5 years of teaching experience while 3 (10%) teachers had been teaching for 16 years. Finally, the remaining teachers with a frequency of 2 (7%) had a total of 11-15 years of teaching experience.

The teachers were also asked if they had received any teacher training related to the practice of PTs, and if not whether they wished to receive any. Figure 4.2 illustrates the allocations of the responses teachers gave to these two items.

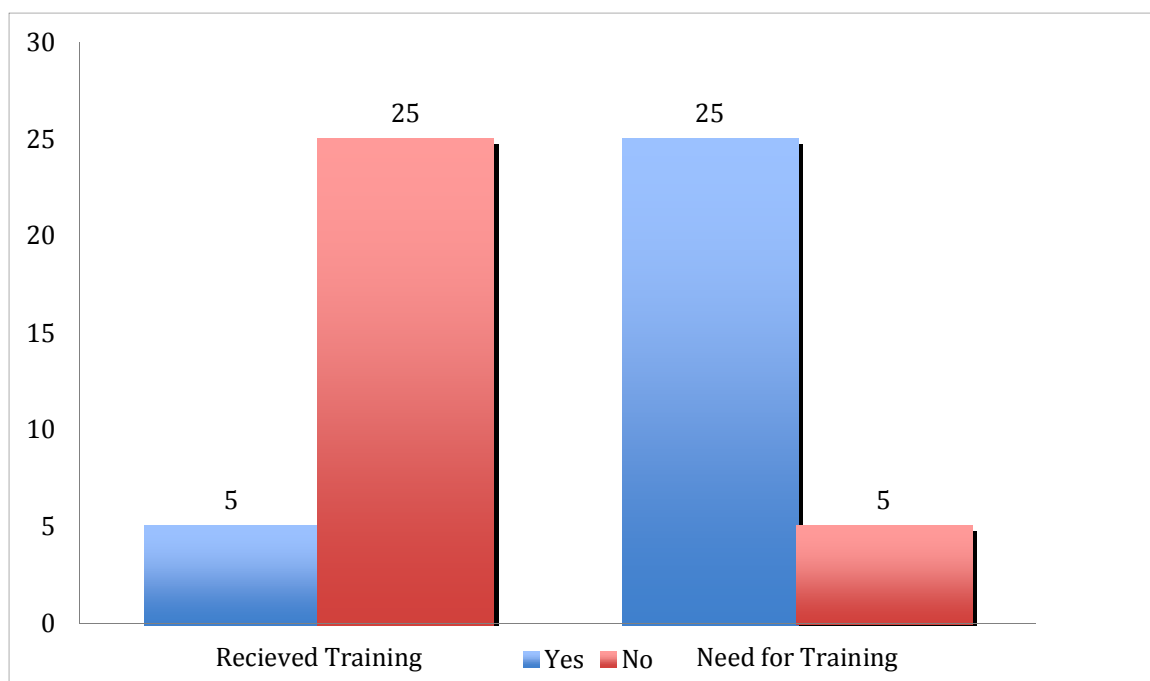


Figure 4.2. Teacher Training Received Concerning How to Use Performance Tasks

As it is seen from Figure 4.2, only 5 out of 30 teachers received specific teacher training related to the practice of PTs. The remaining 25 teachers had no particular training as to how to use PTs in practice. Accordingly, 25 of the teachers stated they had the need to participate teacher-training programs if they had the opportunity. The teachers responses to the items related to the relationship of PTs and language learning are shown in Table 4.2 below.

Table 4.2. Teachers' Responses to the Items Related to the Relationship of Performance Tasks and Language Learning

	Always		Mostly		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
1- The students improve their writing skills in English while preparing their PTs	5	17	18	60	6	20	1	3,3	0	0
2- The students improve their reading skills in English while preparing their PTs	9	30	15	50	6	20	0	0	0	0
3- The students improve their listening skills in English while preparing their PTs	4	13	8	27	12	40	4	13	2	6,7
4- The students improve their speaking skills in English while preparing their PTs	6	20	11	37	8	27	4	13	1	3,3
5- The students use different language skills (reading, writing, listening and speaking) in integration while preparing their PTs	8	27	11	37	9	30	2	6,7	0	0
6- The students learn new words in English while preparing their PTs	13	43	13	43	4	13	0	0	0	0
7- The students use their vocabulary that learnt before while preparing their PTs	15	50	11	37	3	10	1	3,3	0	0
8- The students use the grammar rules they have learnt before while preparing their PTs	14	47	12	40	3	10	1	3,3	0	0
9- The students enjoy dealing with English while preparing their PTs	9	30	13	43	7	23	0	0	1	3,3
10- The students' self confidence about English enhanced through PTs	7	23	16	53	6	20	1	3,3	0	0
11- The students use their creativity in PTs given.	13	43	10	33	6	20	1	3,3	0	0

As it is seen in Table 4.2, there were 11 items in this section. To item number1, which asked whether the students improved their writing skills in English while preparing their PTs, 18 teachers with a percentage of 60% responded as “mostly” and 6 (20%) responded as

“sometimes”. On the other hand 5 (17%) teachers answered as “always”, 1 (3,3%) reacted as “rarely”.

Item number 2 was related to whether the students improved their reading skills in English while preparing their PTs. To this item, 15 teachers with a percentage of 50% responded as “mostly”, 9 (30%) teachers answered as “always”. The remaining 6 teachers, which represented 20%, gave a response as “sometimes”.

Another item was item number 3, which asked whether students improved their listening skills in English while preparing their PTs. 40% of the teachers with a frequency of 12 responded as “sometimes” and 8 (27%) claimed as “mostly”. The following responses “always” and “rarely” had the same frequency of 4 and the same percentage of 13%. And 2 (6,7) teachers said “never”.

Next comes item number 4, which asked whether the students improved their speaking skills in English while preparing their PTs. 11 (37%) teachers responded as “mostly”. 8 teachers with a percentage of 27% gave a response as “sometimes”. From the remaining, 6 (20%) reacted as “always”, 4 (13%) teachers reacted as “rarely” and 1 (3,3%) teacher reacted as “never”.

Item number 5, which tried to identify whether students used their four language skills (reading, writing, speaking and listening) in integration while preparing their PTs. To this item, 11 of the teachers with 37% responded as “mostly”. The next 9 (30%) responded as “sometimes” and 8 (27%) responded as “always”. And finally 2 teachers with a percentage of 6,7% gave an answer as “rarely”.

Teachers’ responses to item number 6 which tried to determine whether the students learned new words in English while preparing their PTs were as follows. 13 (43%) teachers responded as “always”. 13 teachers, which were equal to the frequency of 43%, responded as “mostly”. The remaining 4 (13%) teachers said “sometimes”.

As for item number 7, which asked whether the students used the vocabulary that they learnt while preparing their PTs, 15 of the teachers, with 50% gave a response as “always”. The next 11 (37%) responded as “mostly”, 3 teachers with a percentage of 10% responded as “sometimes”. The rest of 1 (3,3%) teacher said “rarely”.

One other item was item number 8 which tried to clarify whether the students used their vocabulary that they learnt while preparing their PTs. To this item 14 (47%) teachers responded as “always”, 12 teachers with a percentage of 40% gave a response as “mostly”, 3 (10%) responded as “sometimes”. And lastly 1 teacher with the percentage of 3,3% responded as “rarely”.

Item number 9 asked whether the students enjoyed dealing with English while preparing their PTs. 13 (43%) teachers gave a response as “mostly”, 9 (30%) responded as “always”. Following 7 teachers with a percentage of 23% gave a response as “sometimes”. And finally 1 (3,3) said “never”.

Item number 10 dealt with whether the students’ self confidence about English was enhanced through PTs. 53% of the teachers with a frequency of 16 claimed as “mostly” and 7 (23%) responded as “always”. Close to this, 6 (20%) teachers responded as “sometimes”. Finally 1 teacher with a percentage of 3,3% gave a response as “rarely”. And lastly, item number 11 tried to identify whether the students used their creativity in performance tasks given. 13 (43%) teachers responded as “always”. 10 teachers with an equivalence of 33% claimed as “mostly”. Next 6 teachers with a percentage of 20% gave a response as “sometimes”. The last 1 (3,3%) teacher answered as “rarely”.

Having looked at the findings gathered from both the students’ and the teachers’ questionnaires; below in section 4.2.3 results from the parents’ questionnaire are discussed.

4.2.3. The Parent Questionnaire

Table 4.3 presents information about the parents’ responses to the questionnaire items related to PTs in general.

Table 4.3. Parents' Responses to the Items Related to Performance Tasks in General

	Always		Mostly		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
1-My child is aware of why he/she prepares PTs	37	74	12	24	1	2	0	0	0	0
2- PTs contribute to my child's social progress.	11	22	31	62	7	14	1	2	0	0
3- PTs guide my child searching a new topic.	27	54	17	34	4	8	2	4	0	0
4- My child learns new words while preparing PTs	20	40	15	30	11	22	2	4	2	4
5- My child's self confident about English is enhanced through PTs	14	28	22	44	8	16	5	10	1	2
6- My child enjoys dealing with English while preparing PTs.	13	26	15	30	10	20	9	18	3	6
7- PTs help my child to develop his/her ability to do something by him/herself.	20	40	20	40	8	16	2	4	0	0
8- My child gains a habit of studying English regularly with the help of PTs	11	22	5	10	18	36	14	28	2	4
9- My child use his /her creativity while preparing PTs	26	52	22	44	2	4	0	0	0	0
10- PTs make my child to be more active and social outside the school	10	20	18	36	17	34	3	6	2	4
11- My child prepares his/her PTs according to the aim of PTs	27	54	15	30	6	12	2	4	0	0
12- PTs are really beneficial and useful for my child in English.	25	50	15	30	9	18	1	2	0	0

As it is seen in Table 4.3, there were 12 items in this section. To item number 1, which asked parents whether their children were aware of the reasons why they prepared PTs, 37 parents with a percentage of 74% responded as “always”, and 12 (24%) responded as “mostly”. On the other hand, only 1 parent gave a response as “sometimes”.

Item number 2 was related to whether PTs contributed to children's social progress. To this item, 31 (62%) parents gave a response as "mostly", 11 (22%) gave a response as "always". Next 7 parents with the average of 14% gave a response as "sometimes". 1 (2%) answered, as "rarely".

Another item was item number 3 which asked whether PTs guided children searching a new topic in English. 54% of parents with a frequency of 27 responded as "always", and 17 (34%) gave a response as "mostly". 4 parents with the percentage of 8% gave a response as "sometimes" and the rest 2 (4%) parents responded as "rarely".

Parents' responses to item number 4 which was related to whether children learned new words while preparing PTs was as "always" with a frequency of 20 (40%), "mostly" with a frequency of 15 (30%). 11 parents with the percentage of 22% responded as "sometimes". And finally there were 2 (4%) parents who responded as "rarely" and "never".

As for the item number 5 which tried to clarify whether children's self-confidence about English was enhanced through PTs. 22 of the parents, with 44% gave a response as "mostly", 14 of the parents, with 28% responded as "always". The next 8 (16%) parents gave a response as "sometimes" and 5 (10%) parents gave a response as "rarely". Finally 1 parent with the percentage of 2% said "never".

One other item was item number 6 which asked whether children enjoyed dealing with English while preparing PTs. To this item, 15 (30%) parents responded as "mostly", 13 (26%) parents responded as "always", 10 (20%) parents gave a response as "sometimes". Close up 9 parents with a percentage of 18% claimed as "rarely". And the remaining 3 parents, which represented 6%, responded as "never".

Next comes item number 7, which questioned whether PTs helped children to develop their ability to do something by themselves. Both of the responses "always" and "mostly" had the same frequency, which were 20 (40%). Under the response "sometimes" were 8 parents with the percentage of 16%, and 2 (4%) appeared as "rarely".

Item number 8 which asked whether the children gained a habit of studying English daily in terms of doing PTs. 18 of parents, with 36% gave a response as "sometimes", 14 of parents, with 28% gave a response as "rarely", and 11 (22%) responded as "always". And lastly, 5 (10%) gave a reaction as "mostly", and 2 (4%) reacted as "never".

The parents' responses to item number 9, which determined whether, the children used their creativity while preparing their PTs, were as follows. The majority of parents with a frequency of 26 (52%) responded as "always". Following this result, 22 parents gave an answer as "mostly" with an equivalence of 44%, 2 (4%) said "sometimes".

Another item was item number 10 which sought an answer for whether PTs made children more active and social outside the school. 18 parents with the percentage of 36% responded as “mostly” and close to this result, 17 (34%) responded as “sometimes.” Next 10 (20%) gave an answer as “always”. Finally, 3 parents with the percentage of 6% gave a response as “rarely”, and the rest 2 parents, which were equal to 4%, reacted as “never”.

One other item was item number 11, which questioned whether children prepared their PTs according to the aim of the PTs. 27 of the parents, with 54 % gave a response as “always”. The next 15 (30%) responded as “mostly”, 6 (12%) responded as “sometimes, 2 (4%) responded as “rarely”.

And the concluding item in this section was item number 12 which asked whether PTs were beneficial and useful for children in learning English. The majority of parents with a frequency of 25 (50%) responded as “always”. 15 parents with a percentage of 30% gave a response as “mostly”. 9 (18%) reacted as “sometimes”. The remaining 1 parent (2%) responded as “rarely”.

4.3. Findings from the Open Ended Items

As mentioned in chapter 3 (in Section 3.5.), both the student and the teacher questionnaire had a section with two open-ended items which asked the participants whether they liked performance tasks or not, and tried to clarify the reasons behind their choices. In this section, findings related to these two items will be discussed. First of all, in section 4.3.1 the findings received from the students’ responses will be clarified and then in section 4.3.2 the findings received from the teachers’ responses will be analyzed.

4.3.1. Findings from the Students’ Responses

The number of students who responded to the open-ended items was 135. Figure 4.3 below presents their responses.

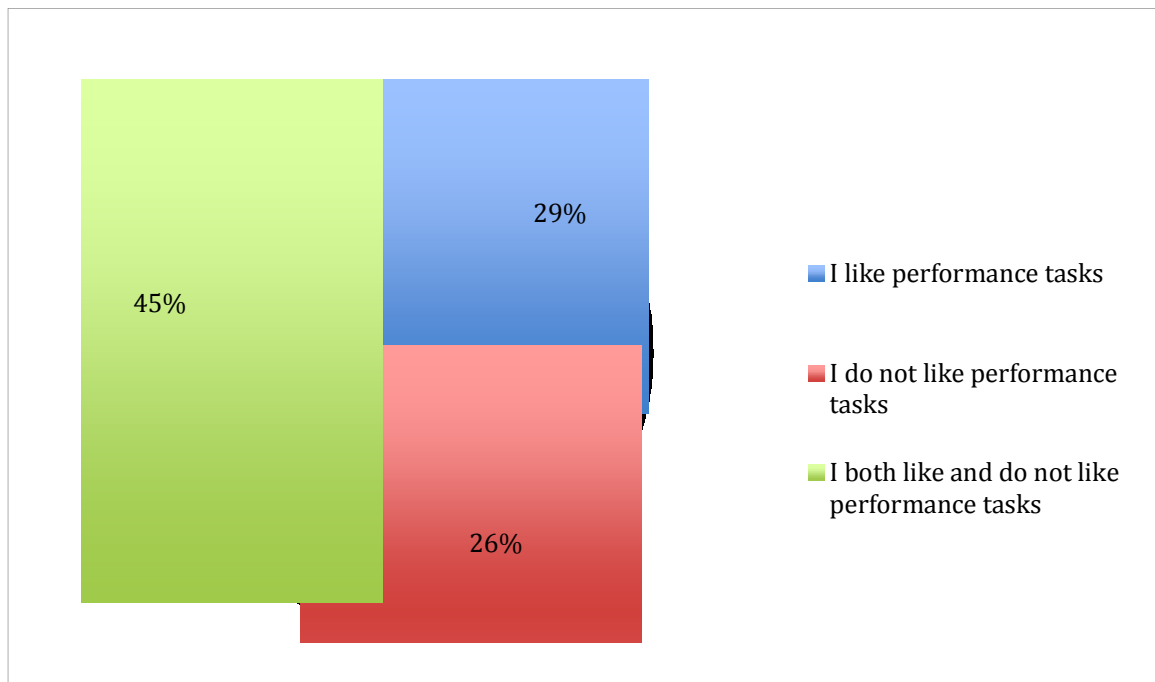


Figure 4.3. Students' Responses to Open Ended Items

As it is seen in Figure 4.3, the majority of the students with a frequency of 61 (45%) responded to the open-ended items “I like performance tasks because...” and “I do not like performance tasks because...” A total of 39 (29%) students out of 135 responded to open ended item “I like performance tasks because...” and 35 (26%) responded to the item “I do not like performance tasks because...”

Having analyzed the frequencies of students' responses to the open-ended items, we need to clarify the reasons why they liked performance tasks. Table 4.4 presents the themes why students liked PTs.

Table 4.4. The Reasons Why Students Like Performance Tasks

<i>"I Like PTs Because...."</i>	F	%
1- They are enjoyable	40	40
2- They improve my English	35	35
3- They help me to learn new vocabulary	10	10
4- They help me to make my grades better	5	5
5-They motivate me	3	3
6-They help to improve my creativity	2	2
7- They encourage me to use vocabulary which I learnt before	2	2
8- They help me to take responsibility	2	2
9- It is visual	1	1
TOTAL	100	100

As can be seen from Table 4.4, 9 themes emerged from the students' responses to the open-ended item "I like performance tasks because..." The findings suggested that the most frequently mentioned theme was "*PTs are enjoyable*" (theme number 1) with a frequency of 40 (40%). This theme reveals that the students like PTs because they find involvement in PTs enjoyable. The two statements below were good examples of this:

Extract 1: "I like PTs because they are very fun to do."

Extract 2: "I like PTs because I enjoy while I am preparing my performance task"

The second theme "*PTs improve my English*" (theme number 2) had a frequency of 35 with a percentage of 35. Therefore, we assume students like PTs because they think these tasks improve their English language skills. Some of the statements that supported this assumption were as follows:

Extract 3: "I like PTs because they improve my English in different skills."

Extract 4: "I like PTs because they improve my English in writing, and also in reading and speaking."

Theme number 3 (*PTs help me to learn new vocabulary*) was a theme with a frequency of 10 with a percentage of 10%. According to this theme, students like PTs because they think that these tasks help them learn new vocabulary in English. Some of the related student comments were as follows:

Extract 5: "I like PTs because I get a chance to learn the words that I do not know."

Extract 6: “I like PTs because I learn new words while I am searching my topic.”

Another theme was “*PTs help me to make my grades better*” (theme number 4), which suggests that students like PTs because performance tasks help them to make their grades better. This theme occurred with a frequency of 5 (5%). This was clearly put forward in the following statements:

Extract 7: “I like PTs because they increase my marks.”

Extract 8: “I like PTs because even if my marks in English is low, I can make it better with the help of my performance task.”

Theme number 5 (*PTs motivate me*) which occurred with a percentage of 3% and the frequency of 3 indicates that students like PTs because doing such language tasks motivate them. The two statements below were good examples of this:

Extract 9: “ I like PTs because they increase my motivation.”

Extract 10:” I like PTs they help me like English and motivate me.”

One other theme was “*PTs help to improve my creativity*” (theme number 6), which was related to the fact that students like PTs because they help to improve students’ creativity. This theme had the frequency of 2 (2%). The following two statements were related to this theme:

Extract 11: “I like PTs because I can use my creativity while preparing my PTs

Extract 12: “I like PTs because preparing performance tasks is really creative.”

Theme number 7 (*PTs encourage me to use vocabulary which I learnt before*) was another theme, which had the frequency of 2 (2%). According to this theme, students like PTs because they think that performance tasks encourage them to use vocabulary, which they have learnt before. Some of the related comments of the students were as follows:

Extract 13: “I like PTs because I use the vocabulary that I have learnt before while preparing my performance task.”

Extract 14: “I like PTs because I like to use new vocabulary that I have learnt before

Next comes theme number 8 (*PTs help me to take responsibility*), which was related to the perception that students like PTs because they help students to take responsibility for their own learning. This theme occurred with a percentage of 2% and the frequency of 2. The statements below were the terms representing this theme.

Extract 15: “I like PTs because they are my responsibility.”

Extract 16: “ I like PTs because they give me responsibility.”

And the final theme (*It is visual*), which occurred in students’ responses, was theme number 9. This was related to the perception that students like PTs because they are visual. This theme had a frequency of 1 (1%). The following statement was an example of this theme:

Extract 17: “I like PTs because they are visual.”

Having reflected on the reasons why students like PTs, now we will analyze the themes that indicated the reasons why students do not like PTs. The findings are shown in table 4.5 below.

Table 4.5. The Reasons Why Students Do Not Like Performance Tasks

<i>“I do not like PTs because...”</i>	F	%
1- They are boring	40	40,83
2- They are difficult	24	25
3- It takes long time to do	12	12,5
4- They are unnecessary	10	10,41
5- It is too much work	7	7,1
6- There is a pressure from my parents	2	2,08
7- Do not want to get mark from PT	1	1,04
8- Students are afraid of doing mistakes	1	1,04
TOTAL	96	100

As we can see in Table 4.5, a total of 8 themes emerged from the students’ responses to the open ended statements “I do not like PTs because...” The most frequently occurring theme was “*PTs are boring*” (theme number 1) with a frequency of 40 (40,83%). This theme showed that students do not like PTs because they believe involvement in PTs is boring. A good example of this theme was reflected in the following statements:

Extract 18: “I do not like PTs because they are boring.”

Extract 19: “I do not like PTs because I do not have fun while preparing them.”

The next theme “*PTs are difficult*” (theme number 2) had a frequency of 24 with a percentage of (25%). This theme suggested that students do not like PTs because they think

that these tasks are difficult to do. Some of the statements that suggested this conclusion were as follows:

Extract 20: "I do not like PTs because it is hard to do them."

Extract 21: "I do not like PTs because they are sometimes very difficult, I can not do them on my own."

Theme number 3 (*It takes a long time to do*) was another theme with a frequency of 12 (12,5%). This theme indicated that students do not like PTs because they think that it takes a long time to complete such tasks. This was clearly put forward in the following statements:

Extract 22: "I do not like PTs because I have to spend too much time while I am preparing them."

Extract 23: "I do not like PTs because they take much time to complete."

Another theme "*PTs are unnecessary*" (theme number 4), suggests that students do not like PTs because they think that PTs are unnecessary. This theme occurred in the responses of students with a frequency of 10 (10,41%). Some of the related comments of students were as follows:

Extract 24: "I do not like PTs because they are waste of time."

Extract 25: "I do not like PTs because I think that they are not necessary for me."

Next is theme number 5 (*It is too much work*), which was related to the perception that students do not like PTs because they claim that they are too much work. This theme emerged with a percentage of 7,1% and the frequency of 7. The statements below represented this theme:

Extract 26: "I do not like PTs because there is always much work while completing them."

Extract 27: "I do not like PTs because I have to work too much."

One other theme, "*There is pressure from my parents*" (number 6), indicates that students do not like PTs because there is pressure on them from their parents. This theme occurred with a frequency of 2 (2,08%). The following two statements were related to this item:

Extract 28: "I do not like PTs because my mother always get angry with me when I do not want to do them."

Extract 29: "I do not like PTs because my parents always warn me about doing them."

Theme number 7 (*Do not want to get mark from PTs*) was another theme with a frequency of 1, which the equivalent was 1,04%. This theme demonstrates that students do not like PTs because they do not get marks from PT s. The statement below was a good illustration for this theme:

Extract 30: “I do not like PTs because I do not want get marks from them.”

And the final theme was “*Students are afraid of making mistakes*” (theme number 8), which suggests that students do not like PTs because they are afraid of making mistakes. This theme occurred in the responses of students with a frequency of 1 (1,04). This was clearly put forward in the following statement:

Extract 31: “I do not like PTs because I am afraid of doing mistakes while I am preparing them”.

4.3.2. Findings from the Teachers’ Responses

Below in figure 4.4, the distribution of 29 participating teachers’ responses to the open ended items is given.

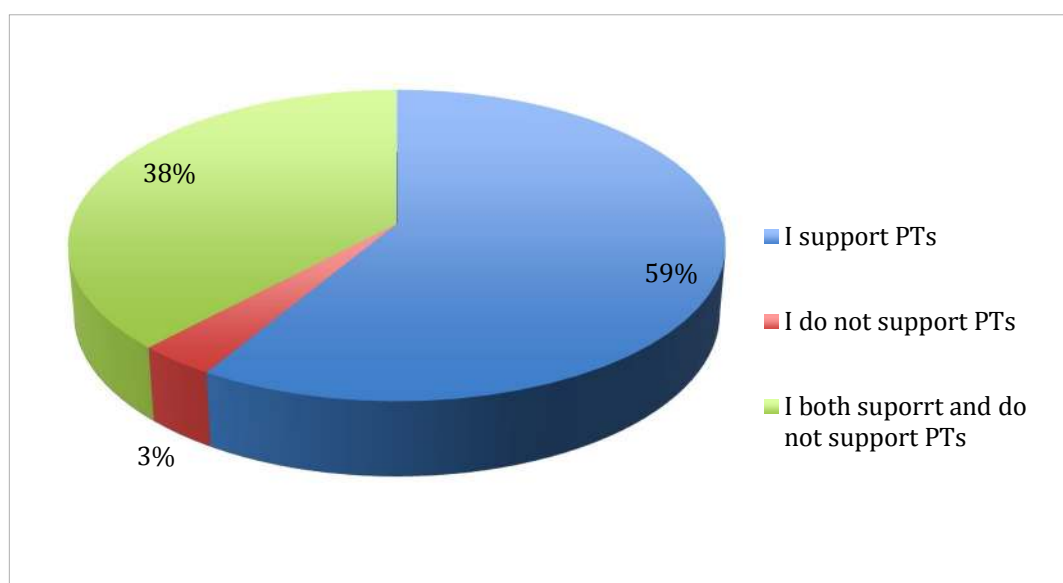


Figure 4.4. Distribution of Teachers’ Responses to the Open Ended Items

As it seen above Figure 4.4, the majority of the teachers with a frequency of 22 (59%) chose to respond the open-ended item “I support the performance task practice because...” On the other hand, 11 teachers with a percentage of 38% opted for both “I support performance task practice because...” and “I do not support performance task practice because...” And

finally, the remaining 1 (3%) chose to respond to the item “I do not support the performance task practice because...”

Table 4.6 below demonstrates the reasons why teachers support performance tasks practice.

Table 4.6. The Reasons Why Teachers Support Performance Tasks

I support PT because	f	%
1- They help students to use and improve different language skills in English	10	35,8
2- They are the active way of learning English	6	21,5
3- They help students to improve their creativity	4	14,3
4- Students feel themselves more comfortable rather than sit down exams	2	7,1
5- Preparing PTs is enjoyable for the students	2	7,1
6- They motivate students towards English	2	7,1
7- PTs encourage students to do research	2	7,1
TOTAL	28	100

As we can see from Table 4.6 above, a total of 7 themes came out of the teacher responses to the open ended statement “I support PTs because ...” As the findings suggest the most frequently cited theme was theme number 1 (help students to use and improve different language skills in English) with a frequency of 10 (35,8). This theme suggests that teachers support performance tasks practice because they believe PTs help students to use and improve their language skills. A good illustration of this theme was reflected in the following two statements:

Extract 32: “I support PTs because they help students to improve their skills by means of writing, listening, reading, and speaking.”

Extract 33: “I support PTs because they give students the opportunity to use their English language skills in functional ways.”

The following theme “*PTs are the active way of learning English*” (theme number 2) had a frequency of 6 with a percentage of 21,5. This theme states that teachers support PTs because they believe PTs are active ways of English learning. This was clearly put forward in the following statements:

Extract 36: “I support PTs because they are the active way of learning English.”

Extract 35: “I support PTs because they have a potential to be an active learning tool in English.”

Theme number 3 (*They help students to improve their creativity*) was another theme with a frequency of 4, the equivalent of which is 14,3%. This theme clarifies that teachers support PTs because they think these tasks help students to improve their creativity. Some of the statements that reflected this belief in teachers’ statements were as follows:

Extract 36: “I support PTs because students use their creativity while preparing their performance tasks.”

Extract 37: “I support PTs because PTs are creative, give students a chance to work independently.”

Theme number 4 (*Students feel themselves more comfortable rather than sit down exams*) which occurred in the percentage of 7,1 and a frequency of 2 suggests that teachers support PTs because they think students feel more comfortable with PTs than sit down exams. The two statements below reflected this conclusion:

Extract 38: “I support PTs because students do not feel anxiety while preparing these tasks.”

Extract 39: “I support PTs because students feel themselves more comfortable rather than classical sit down exams.”

Another theme “*Preparing PTs is enjoyable*” (theme number 5), which also had a frequency of 2 (7,1%). According to this theme, teachers like PTs because they think that preparing PTs is enjoyable for students. Below, the following two excerpts were good examples of this:

Extract 40: “I support PTs because students enjoy dealing with PTs.”

Extract 41: “I support PTs because students have fun when preparing PTs.”

Next comes theme number 6 (*They motivate students toward English*), which was related to the claim that teachers like PTs because PTs motivate students towards English with a frequency of 2 (7,1%). The following two statements illustrated this:

Extract 42: “I like PTs because students have started to like English by means of these tasks.”

Extract 43: “I support PTs because students are motivated by PTs, they like dealing with English.”

And finally, the last theme “*PTs encourage students to do research*”(theme number 7) also had a frequency of 2 with a percentage of 7,1. According to this theme, teachers support

PTs because they think that performance tasks encourage students to do research. Two statements below were good examples of this:

Extract 44: “I support PTs because students can explore areas of interest.”

Extract 45: I support PTs because they give students the opportunity to do a research for the topics given.”

Having looked at the themes that are related to the reasons why teachers support PTs, now the reasons why teachers do not support the practice of PTs will be presented. These findings are presented below in Table 4.7

Table 4.7. The Reasons Why Teachers Do Not Support Performance Tasks

I Do Not Support PTs because	f	%
1- The students usually receive help from their parents for their PTs.	4	33,34
2- The students usually use internet to complete their performance tasks.	3	25
3- They do not teach anything.	2	16,6
4- When PTs from all subjects are given at the same time, students can have difficulty in completing them.	2	16,6
5- They are not given on time.	1	8,3
TOTAL	12	100

As we can see in Table 4.7 above, 5 themes in total emerged from the responses of teachers to the open ended items “I do not support PTs because...”. As the findings show the most frequently occurring theme “*The students usually receive help from their parents for their PTs*” (theme number 1) with a frequency of 4 (33,34%). This theme suggests that teachers do not support the practice of PTs because the students usually receive help from their parents for their performance tasks. A good illustration of this theme was reflected in the following two statements:

Extract 46: “I do not support PTs because students get help from their tutors or parents, therefore I can not grade them as students’ own work.”

Extract 47: “I do not support PTs because students usually receive help from their parents for their performance tasks.”

The following theme, “*The students usually use internet to complete their performance tasks*” (theme number 2) had a frequency of 3 with a percentage of 25. This theme clarifies that teachers do not favor PTs because they think that the students use Internet to complete the performance tasks. Some of the statements that suggest this were as follows:

Extract 48: “I do not support PTs because most of the students just get their information (copy + paste) from the Internet.”

Extract 49: “I do not support PTs because students usually get help from Internet.”

Theme number 3 (*They do not teach anything*) was another theme with a frequency of 2 which was equivalent to 16,66%. This theme states that teachers do not favor PTs because they claim that performance tasks do not teach anything at all. This was put forward in the following statements:

Extract 50: “I do not support PTs because they do not have any benefits.”

Extract 51: I do not support PTs because I do not believe that they teach something.

One other theme “*When PTs from all subjects are given at the same time, students can have difficulty in completing them all*” (theme number 4) with a frequency of 2 with a percentage of 16,66%. According to this theme, teachers do not support PTs because they state that when the tasks from all courses are given at the same time, students can have difficulty in completing them all. Some of the statements that suggested this belief were as follows:

Extract 52: “I do not support PTs because students have too many PTs to do at the same time, therefore it can take long time to prepare all of them.”

Extract 53: “I do not support PTs because when there is too much PTs to do, students have difficulty to complete them.”

Finally, theme number 5 (*They are not given on time*) was related to the perception that teachers do not favor the practice of PTs, as those tasks are not handed back on time. This theme occurred in the responses of teachers with a frequency of 1 (8,34%). The following statement below illustrated this:

Extract 54: “I do not support PTs because it is sometimes hard to get PTs on time from students. They do not take performance tasks serious.”

CHAPTER 5

5. DISCUSSION AND CONCLUSION

5.1. Introduction

The purpose of this study was to identify the opinions of students, teachers, and parents about the contributions of performance tasks in English language learning. The study was conducted with 150 7th grade students, 20 teachers working with them and 50 parents of the 7th grade students. The participants were from 3 different private schools in Adana and 1 private school in Tarsus. While selecting the participants, the convenience sampling was used. The data was collected using both quantitative and qualitative research methods to investigate the following research questions:

- 1- How do primary school students view performance tasks use in language learning?
- 2- How do primary school teachers view performance tasks use in language learning?
- 3- Do the parents believe performance tasks contribute to language learning process?

In the previous chapter, the findings of study have been demonstrated. In this chapter, the findings for each research question will be discussed separately and the chapter will conclude with suggestions for further research.

5.2. How do Primary School Students View Performance Task Use in Language Learning?

A big majority of students 70% claim that preparing PTs enabled them to improve language skills (reading, writing, listening, and speaking), and also helped them to learn new words. Additionally, there were also results, which reveal the fact that students believe PTs raise their self-confidence about English enhanced through performance tasks; they also have fun while preparing these tasks. These findings are very similar to those of Örsdemir (2011) who indicates that performance assessments have positive effects on students' learning.

Findings of this study show almost all the students like preparing PTs. The research about students' attitudes toward the PTs in literature also demonstrates that students generally have positive attitudes toward them, as demonstrated by the results of the studies reported by Kumandaş and Kutlu (2010), Oberg (2010), Örsdemir (2011). Moreover, students also claim that they like PTs because these tasks help them to increase their grades in English courses. These facts are parallel to the findings in Metin (2011).

On the other hand, students still have concerns and negative thoughts related to performance tasks. While the findings show that some students like performance tasks because these tasks are enjoyable, allow them to use their creativity, there are some findings, which suggest the opposite. Those results show that students do not favor PTs because they think these tasks can sometimes be boring and difficult to do. These findings are parallel with those of Çiftçi (2010) who suggests that teachers sometimes assign performance tasks that students have difficulty to reach the related sources to prepare. Furthermore, most of the students do not favor of PTs since these tasks can be too many in number and there is not enough time to complete them,. They claim that all the teachers assign performance tasks at the same time.

5.3. How do Primary School Teachers View Performance Task Use in Language Learning

Findings from the teachers' questionnaires were quite similar to those from the students. Most of the teachers think that PTs improve language skills especially writing and reading. However, there was one point, which was different. This was the fact that teachers think differently about two skills; listening and speaking. Although the regulation claims that the PTs should allow improvements in four skills, the results from the teachers' findings show that speaking and listening are ignored in these tasks as the PTs that are given to the students most of the time require them to read and write only. These results were similar to Örsdemir (2011) as she states that there should be much emphasis on speaking and listening while designing projects and tasks. An emphasis on listening and speaking might be achieved through encouraging students to present their performance tasks in the classroom.

Additionally, there were also results, which show the fact that teachers think that students learn new words and use these vocabularies while preparing PTs. Most of the teachers also claimed that these tasks enhanced students' self- confidence because they like to use their creativity while preparing PTs. These results are almost parallel to the results from the students' findings.

Similar to the findings of a study conducted by Metin & Birişçil (2011) which claims that alternative assessment tools encourage students to do research; results of this study also reveal that teachers support PTs because they think that these tasks prompt students to do research.

However, most of the teachers stated that they do not support the practice of PTs because the students usually receive help from their parents to prepare their performance tasks. Parallel to the findings in Başboğaoğlu and Demir's study (2011), teachers state that some students usually use Internet (copy+ paste) to complete their performance tasks and get some help from their tutors.

5.4. Do the Parents Believe Performance Tasks Contribute to Language Learning Process?

Findings of this study show that almost all the parents believe that their children are aware of the reasons why they prepare performance tasks. This finding indicates that students know the aim of the PTs. Parents find performance tasks useful in terms of students' personal developments like improving their creativity and their social progress. Additionally, they think that performance tasks increase students' desire to conduct research. The parents' responses in this study presented a generally positive attitude toward PTs, which is parallel to the findings of those studies of Tüysüz, Karakuyu and Tatar (2010) and Yılmaz and Benli (2011). On the other hand, parents have still concerns and negative thoughts about performance tasks. The results clarify the fact that parents think their children do not always enjoy preparing PTs especially if more than two PTs are to be completed on the same date. Some parents also state that involvement in PTs do not help their children gain a habit of regular studying English.

5.5. Implications of the Study

Results have shown that the intended goals of PTs in schools have been already achieved. Students, teachers and parents generally hold positive perceptions toward the use of PTs in language learning. First of all, performance tasks help students to improve their language skills in English (writing, reading, listening, and speaking). These tasks also increase motivation and creativity of students. In addition to these findings, vocabulary improvement and a development of research are other benefits of PTs. Finally, PTs are seen as a useful assessment practice since they enhance the self confidence of students and contribute children's social progress.

On the other hand, there are some negative perceptions towards to the use of performance tasks in language learning. Firstly, although the new curriculum required the use of different assessment methods like performance tasks for young learners, the teachers'

knowledge related to this process seem not to be adequate. The findings of this study have shown that teachers working in one of the private schools in Tarsus, received in-service teachers training related to the practice of PTs in language classes. However, the findings also revealed that the majority of teachers have not received any training about the practice of PTs in language classes. For this reason, in-service teacher training programs in the form of workshops organized by the Ministry of Education might be of help to those teachers to be able use the PTs effectively in language teaching process.

This study has also shown that some of the parents and students have not yet got used to performance task application, as they were not fully informed about its importance in language learning and the procedures involved in its completion. For this reason, we believe systematic meetings on the how to approach PTs and its benefits on the language teaching process might be organized both to students and their parents at the beginning of an academic term.

And finally, this study may guide teachers of young learners to clarify their thoughts on what the Minister of Education expects them and what is actually done in schools. If only teachers have sufficient knowledge about whole process of PTs, PTs can serve as an effective too

5.6. Recommendations for Further Studies

This study was conducted in a small area of Adana and Tarsus. It investigated the opinions and attitudes of students, teachers, and parents in general. Therefore, other research studies may be done with a large number of participants and documents. Furthermore, some interviews can be held for students, teachers, and parents about performance tasks practice.

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7. APPENDICES

7.1. Appendix 1: Student Questionnaires

Dear friends,

This questionnaire was designed in order to identify your views on the performance tasks carried out in your English Courses. The success of this study depends on your sincere participation. Your answers to the questionnaire will be kept confidential and used only for research purpose. The information collected through the questionnaire will have NO effect on your course grades.

Thank you for your time.

The Name of My School:

Sinem AK

Sevgili arkadaşlar,

Bu anket sizlerin ingilizce derslerinde yapılan performans görevleri ile ilgili genel düşünceleriniz hakkında bilgi almak amacı ile hazırlanmıştır. Ankete vereceğiniz samimi yanıtlar sağlıklı ve doğru sonuçlar almamız için önemlidir. Ankete vereceğiniz yanıtlar gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Anket sonuçlarının ders notunuza hiçbir etkisi olmayacaktır.

Katkılarınızdan dolayı teşekkür ederim.

Okulumun Adı:

Sinem AK

STUDENTS' VIEWS	Always	Mostly	Sometimes	Rarely	Never
1- I improve my writing skill in English while preparing my performance task.					
2- I improve my reading skill in English while preparing my performance task.					
3- I improve my listening skill in English while preparing performance task.					
4- I improve my speaking skill in English while preparing performance task.					
5- I use different language skills(reading, writing, listening and speaking) in integration while preparing performance task.					
6- I learn new words in English while preparing their performance task.					
7- I can use the vocabulary that I have learned before while preparing performance task.					
8- I can use the grammar rules I have learned before while preparing performance task.					
9- I enjoy dealing with English while preparing performance task.					
10- My self confidence about English is enhanced through performance task.					
11- I use my creativity in performance task given.					

STUDENTS' RESPONSES TO PERFORMANCE TASKS

I LIKE PERFORMANCE TASKS BECAUSE:

I DO NOT LIKE PERFORMANCE TASKS BECAUSE:

7.2. Appendix 2: Teacher Questionnaires

Dear Colleagues,

The purpose of this questionnaire is to evaluate the practice of performance tasks in 7th grade English classes. Your answers to questionnaire will be kept confidential and used only for research purposes . Read the statements below carefully and choose one of the items given at the end of each sentence (*Always True/ Mostly True/ Sometimes True/ Rarely True/ Never True*) which reflects your view.

Thanks for your cooperation.

Sinem Ak

Name of School:

Age:

Gender: ☐ Male ☐ Female

Previous Teaching Experience: ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years
☐ 16-20 years ☐ 21 years and above

Did you receive any training the implementation of performance tasks?

YES ☐

Where:

For how long:

NO ☐ Would you like to receive training ? YES NO

TEACHER QUESTIONNAIRE	Always 1	Mostly 2	Sometimes 3	Rarely 4	Never 5
1- The students improve their writing skills in English while preparing their performance tasks.					
2- The students improve their reading skills in English while preparing their performance tasks.					
3- The students improve their listening skills in English while preparing their performance tasks.					
4- The students improve their speaking skills in English while preparing performance tasks.					
5- The students use different language skills (reading, writing, listening and speaking) in integration while preparing their performance tasks.					
6- The students learn new words in English while preparing their performance tasks.					
7- The students use the vocabulary that learned before while preparing their performance tasks.					
8- The students use the grammar rules they have learnt before while preparing their performance tasks.					
9- The students enjoy dealing with English while preparing their performance tasks.					
10- The students' self confidence about English is enhanced through performance tasks					
11- The students can use their creativity in performance tasks given.					

TEACHERS' RESPONSES TO PERFORMANCE TASKS

I am in favor of Performance Tasks BECAUSE

I am not in favor of Performance Tasks BECAUSE

7.3. Appendix 3: Parents Questionnaires

Sevgili veli arkadaşlarım,

Bu anketin amacı 7. Sınıf İngilizce derslerinde uygulanmakta olan performans görevlerini değerlendirmek ve bu uygulama ile ilgili düşüncelerinizi ortaya koymaktır. Anket sonuçları gizli tutulacaktır ve tamamıyla araştırma amaçlı kullanılacaktır. Aşağıdaki cümleleri dikkatlice okuyunuz ve cümle sonunda verilen '*Her Zaman Doğru/ Çoğu Zaman Doğru/Bazen Doğru/ Hiçbir Zaman Doğru Değil*' seçeneklerinden size uygun olanı işaretleyiniz.

Katkılarınızdan dolayı teşekkür ederim.

Sinem AK

Yaşınız:

Mesleğiniz:

Cinsiyetiniz:

PARENTS QUESTIONNAIRE	Herzaman 1	Sıklıkla 2	Bazen 3	Nadiren 4	Hiçbirzaman 5
1 Çocuğum performans ödevlerini amacına uygun hazırlar.					
2-Performans ödevleri çocuğumun sosyal gelişimine katkı sağlar.					
3 Performans ödevleri çocuğumun araştırma isteğini artırır.					
4- Performans ödevleri öğrencilerin yeni kelimeler öğrenmesine yardımcı olur					
5-Performans ödevleri çocuğuma kendine güven duygusu kazandırır.					
6-Çocuğum performans ödevini yaparken eğlenir.					
7-Performans ödevleri çocuğumun kendi başına iş yapma becerisini geliştirir.					
8-Performans ödevleri çocuğuma düzenli ders çalışma alışkanlığı kazandırır.					
9-Çocuğum performans ödevini hazırlarken yaratıcılığını kullanır.					
10- Performans ödevleri öğrencilerin ders dışında daha aktif olmalarını sağlar.					
11-Çocuğum performans ödevlerini neden yaptığını bilir.					
12-Performans ödevleri öğrenciler için yararlıdır.					