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**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**  
**PROGRAMME OF ENGLISH LANGUAGE EDUCATION**  
**MASTER THESIS**

**THE IMPACTS OF FORMATIVE ASSESSMENT**  
**IMPLEMENTATION ON ENGLISH PREPARATORY CLASS**  
**STUDENTS' SPEAKING SKILLS IN EFL CONTEXT IN**  
**TURKEY: A CASE STUDY**

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**DOKUZ EYLUL UNIVERSITY**

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## ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Yüksek lisans tezi olarak sunduğum “The Impacts of Formative Assessment Implementation on English Preparatory Class Students’ Speaking Skills in EFL Context in Turkey: A Case Study” adlı çalışmanın içerdiği fikri izinsiz başka bir yerden almadığımı; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında ve bölümlerinin yazımında bilimsel etik ilke ve kurallara uygun davrandığımı, tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yaptığımı ve bu kaynaklara kaynakçada yer verdiğimi, ayrıca bu çalışmanın Dokuz Eylül Üniversitesi tarafından kullanılan bilimsel intihal tespit programıyla tarandığını ve *intihal içermediğini* beyan ederim. Herhangi bir zamanda aksinin ortaya çıkması durumunda her türlü yasal sonuca razı olduğumu bildiririm.

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**YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORJİNALLİK RAPORU**



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**Tez Başlığı:**

The Impacts of Formative Assessment Implementation on English Preparatory Class Students' Speaking Skills in EFL Context in Turkey: A Case Study

Yukarıda başlığı belirtilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam **99** sayfalık kısmına ilişkin, **31/07/2022** tarihinde **tez danışmanım tarafından** Dokuz Eylül Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı'nın sağladığı İntihal Tespit Programından (Turnitin-Tez İntihal Analiz Programı) aşağıda belirtilen **filtreleme tiplerinden biri** (uygun olanı işaretleyiniz) uygulanarak alınmış olan orijinallik raporuna göre, tezin **benzerlik oranı % 7'dir**.

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## ÖZET

### YABANCI DİL ORTAMINDA BİÇİMLENDİRİCİ DEĞERLENDİRME UYGULAMASININ İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİNİN KONUŞMA BECERİLERİNE ETKİLERİ: VAKA ÇALIŞMASI

Bu çalışma biçimlendirici değerlendirme uygulamasının hazırlık sınıfı öğrencilerinin konuşma becerilerine etkilerini araştırmaktadır. Değerlendirme, sistematik veri sağlayıcı rolüyle öğrenme ve öğretmenin yadsınamaz bir parçasıdır. British Council'ın (2015) çalışmasına göre, Türkiye'deki üniversiteler, hazırlık sınıflarında İngilizce öğretiminde çok başarılı değillerdir ve bunun bir sebebi de özetleyici değerlendirmeyle bağdaştırılır çünkü bitirme sınavları tüm dil becerilerini kapsama konusunda sınırlıdır. Bu da öğrencilerin konuşma becerilerinde neden düşük performans sergilediklerinin izahıdır. Bu bağlamda, bu çalışmanın amacı biçimlendirici değerlendirme uygulamasının, İzmir'de bulunan bir vakıf üniversitesinin hazırlık sınıfında, konuşma derslerindeki öğrencilerin konuşma becerileri için nasıl işlediğini ve öğrencilerinin konuşma becerilerinin bu uygulamadan nasıl etkilendiğini araştırmaktır.

Bu çalışma, nitel araştırma yöntemi dahilinde çoklu vaka çalışması deseni yoluyla yapılmıştır (Cresswell, 2015; Merriam, 2010). Bir vakıf üniversitesinin hazırlık sınıfında Pre-intermediate (Orta Düzey) seviyede okuyan katılımcılar, araştırmacının kendi Dinleme ve Konuşma dersinden üç öğrencidir. Çalışmadaki verilerin toplanmasında ses kayıtları, öğrencilerin öz-değerlendirme formları, araştırmacının gözlem formu ve alan notları ile yarı yapılandırılmış görüşmeler kullanılmıştır. Veri toplama süreci ise yaklaşık 10 hafta sürmüştür. Veri analizi Braun ve Clarke'ın (2012) tematik analiz metoduna göre yapılmış ve ortaya çıkan temalardan çıkan anlamlar incelenerek sentezlenmiştir.

Bu vaka çalışmasının sonucu, katılımcı öğrencilerin Dinleme ve Konuşma derslerindeki biçimlendirici değerlendirme uygulamasından fayda sağladıklarını göstermiştir. Bunlar kur boyunca gözlemlenen davranışlarından, konuşma sınavı notlarından, görüşmelerdeki fikirlerinden yararlanılarak bir sonuca varılmıştır. Öğrencilerin İngilizce konuşma güveni kazandıkları, İngilizce konuşma ve İngilizce sınavındaki yüksek kaygılarının azaldığı, İngilizce iletişim isteklerinin arttığı ve hem öğretmenden hem de arkadaşlarından aldıkları geri dönütlerle konuşma becerilerinin geliştiğine inandıkları gözlemlenmiştir. Bu sonuçlar ışığında, araştırmacılara, kurumlara ve dil öğretmenlerine biçimlendirici değerlendirmenin gelecekteki çalışmalarına ışık tutması için öneriler sunulmuştur.

**Anahtar Kelimeler:** Değerlendirme, biçimlendirici değerlendirme, konuşma becerileri.

## **ABSTRACT**

### **THE IMPACTS OF FORMATIVE ASSESSMENT IMPLEMENTATION ON ENGLISH PREPARATORY CLASS STUDENTS' SPEAKING SKILLS IN EFL CONTEXT IN TURKEY: A CASE STUDY**

This study explores the impacts of formative assessment implementation on preparatory students' speaking skills. Assessment is an indispensable part of teaching and learning process with its role to provide with systematic data. According to British Council's baseline study (2015), universities in Turkey are not so successful at teaching English to students at preparatory classes and one of the reasons is related to summative assessment as it is indicated that exit tests tend to cover only a limited range of language skills. This reflects the rationale behind why students show a low performance in speaking skills. Based on this, the purpose of this study was to examine what impacts formative assessment implementation has on students' speaking skills in a preparatory class at a foundation university in Izmir, Turkey. It sought to explore how formative assessment works for students in speaking classes and how students' speaking skills are affected from it.

The study was conducted in qualitative research paradigm as a multiple case study (Cresswell, 2015; Merriam, 2010). The participants, who were studying at Pre-intermediate level at a preparatory class at a foundation university, were three students from the researcher's Listening and Speaking class. The data was collected through audio records, students' self-evaluation forms, researcher's observation form and field notes, and semi-structured interviews. Data collection lasted for around 10 weeks. Data was analysed via thematic analysis method by Braun and Clarke (2012) through which meanings from the themes were analysed and synthesized.

The results of this case study showed that participant students benefitted from formative assessment implementation in their Listening and Speaking lesson, which was evident from their attitudes throughout the track, their speaking exam grades, their thoughts and reflections in interviews. It was observed that students gained confidence in speaking English, they reduced their high level of anxiety to speak English and to be assessed in English, they became more willing to communicate in English, and they believed they improved their speaking skills via feedback from their peers and teacher. In the lights of these results, several implications to researchers, institutions and language teachers were offered for further studies of formative assessment.

**Keywords:** Assessment, formative assessment, speaking skills



## CHAPTER I

### INTRODUCTION

This chapter will present the background of the study, the significance and the purpose of the research along with the research question. It also includes limitations and assumptions of the study.

#### **1.1. Background and Purpose of the Study**

Assessment is an indispensable part of teaching and learning with its role to inform teachers about their teaching and learners about the learning process. According to Norris's (2006) definition, "assessment is the systematic gathering of information about student learning in support of teaching and learning. [...] it should always provide locally useful information on learners and on learning to those individuals responsible for doing something about it" (p.579). That is why assessment is significant for both parties.

Two major types of assessment are summative and formative assessment. Summative assessment is also known as assessment of learning (Stiggins, 2002; Earl, 2003) because it is used to give students a grade that finalizes the learning process. Formative assessment, on the other hand, is called as assessment for learning (Stiggins, 2002) as the evidence at the end of the formative assessment is used to give feedback to students' own performance and adapt teaching to meet the needs of students (Black & Wiliam, 1998). In short, it is done for the enhancement of learning of a student being assessed rather than giving a grade to make a judgement about his/her performance.

Formative assessment has started to gain popularity in academia lately because one of its significant roles is to increase students' motivation and achievement (Cauley & McMillan, 2010). The impact of formative assessment has been proven positive by many researchers (Bergan et.al. 1991; Black et.al. 2003; Brookhart and DeVoge, 1999; Butler, 1988; Schunk, 1996; White and Frederiksen, 1998;). However, there are also others who suggest that using formative assessment might not have positive impacts due to its procedures (Smith & Gorard, 2005). The purpose of this study is to examine what impacts formative assessment implementation has on students' speaking skills in a preparatory class at a foundation university in Izmir, Turkey. It aims at exploring how formative assessment works for students in speaking classes and how students' speaking skills are affected from it.

## 1.2. Significance of the Study

Tests and exams that are held for the purpose of giving marks on students' performance or knowledge can be considered as traditional ways of assessment in which teachers are at the centre of the teaching and learning process. However, considering student centred learning, the success of a student cannot be measured only by one type of assessment since it is required to assess students not only at the end of a long learning process, but as learning is an extended process, students must be evaluated all through that long process to keep record of the progress of each individual student. For this reason, unlike summative assessment (SA) that measures the overall achievement of students, formative assessment (FA), whose main aim is to improve learning, can inform the individual about their own learning processes in detail, which also provides them with awareness regarding their own weaknesses and strengths in their learning process.

Most students in Turkey tend to feel tense when they hear the word *assessment* for the fact that they are fearful to be given low or bad marks that might result in failure. This is also because of the fact that most of students might not be aware of formative assessment. They may not know that they are being assessed regularly throughout the learning process, that is why, there is indeed no need to worry about assessment. Therefore, when students are informed about assessment types and the process of formative assessment, they may achieve more and also their anxiety towards assessment might decrease. Most importantly, they will know that their learning is promoted by assessment. Apart from assessment, majority of students learning a foreign language consider speaking that foreign language as one of the major challenges. They may refrain from speaking for several reasons. However, without speaking, the possibility to learn the language is too weak. Besides learning to speak L2, many find the assessment of speaking skills distressing and difficult, so they may even abstain from taking the speaking tests. For such mentioned reasons, learning and assessment of speaking L2 for students, and teaching and assessment of speaking skills for teachers might be arduous.

This study is significant in that it seeks to find answers whether and how formative assessment impacts students' speaking skills in an EFL class. This multiple case study is also important due to its methodology since it has a qualitative paradigm, which is longitudinal and focuses on participants in their own learning area for its aim is to provide deep insights by collecting data via various tools so that it can contribute to literature by presenting detailed results regarding the impacts of formative assessment on students' speaking skills in an EFL context.

### 1.3. Statement of the Problem

As was stated by British Council's baseline study in 2015, "The State of English in Higher Education", universities in Turkey are not so successful at teaching English to students at preparatory programmes. One of the reasons of this problem is related to summative assessment (British Council, 2015). According to the survey of English teachers, "exit tests at the end of the preparatory year usually cover only a limited range of language skills" (p.77). This reflects the rationale behind why students show a low performance especially in speaking skills. The competence assessment is to evaluate "the process and procedures concerning the measurement of learning outcomes, the activity assuming process, adjustment, self-adjustment etc." (as cited in Tudor, 2015, p. 404) and it is complex, that is why it requires to connect formative evaluation results with other methods that are in use at schools. Summative assessment is the most preferred assessment type among educators not only in Turkey but in other countries as well. In China, for instance, it is used at universities for its benefits in terms of reliability, validity, objectivity and practicality (Qu and Zhang, 2013). However, it also has its disadvantages, for example, it might be difficult to understand what students really know; some students might be exam-wise or lucky while choosing correct answers; and most importantly, students with high scores might have poor speaking skills (Qu and Zhang, 2013). Therefore, it is not wrong to say that using only one way to assess students' language skills is not efficient as it may fail to reflect the real level of learning (British Council, 2015; Qu and Zhang, 2013). Furthermore, teachers "teach to test" most of the time, which is the biggest evidence that summative tests fail to encourage students to learn throughout the learning process, which also leads them to perform well only in the exams (Looney, 2011). Thus, to understand whether learners really learn, and to see how they learn so as to help them learn more efficiently, formative assessment is integrated into language instruction (Öz, 2014). Taking these into consideration, this study is significant because it is going to reveal the impacts of formative assessment which is integrated into the curriculum of the school of foreign languages at a foundation university in Turkey. My contribution will be to discover whether the role of formative assessment is effective for students' speaking skills at a preparatory class and to provide evidence whether summative assessment turns out to be a more effective tool for assessing speaking skills when supported by formative assessment.

This study seeks to find answers to the question: "How does formative assessment implementation impact English preparatory class students' speaking skills at a foundation university in Turkey?". Besides this main question, the goal is also to obtain more answers that could address other sub-questions which might be about the impacts of formative

assessment implementation on students' learning and grades they receive from summative assessment. In other words, the research question is an open one, so it can reveal various opinions from different aspects.

#### 1.4. Limitations of the Study

The study may have some limitations as follows:

- Since this is a multiple case study, the results of the research are limited to its context which is English Prep Class at a foundation university in İzmir.
- The results of the research might be limited to the specified participants' behaviours and responses that participate in this study along with the researcher's own reflections and observations as well, who is in this case also in charge of other duties as an instructor of English and item writer at Testing and Assessment Office at English prep class.
- Since the selection of participants is done on voluntary basis, it might not be a totally heterogenous group of students, which may result in limited diversity in perspectives.
- The tasks that are employed in this study are embedded in the curriculum and they are based on the coursebook (Empower B1). Therefore, the variety of tasks might be limited.

#### 1.5. Assumptions of the Study

In this study, it is assumed that;

- The participants will do the tasks assigned in the syllabus of the course and participate all the lessons.
- The participants will be open to constructive feedback and willing to use it in their learning process.
- The participants will genuinely respond to interview questions.
- The participants who will work in pairs will maintain their work in collaboration throughout the study.

#### 1.6. Definitions of the Terms

**Assessment:** the process of testing students and making a judgement about their knowledge, ability or progress

**EFL:** English as a Foreign Language (the teaching of English to people for whom it is not the first language)



**English Prep Class:** Intensive English Programme whose aim is to provide students with essential language skills to pursue their studies in their departments and communicate effectively in their future social and professional lives

**Summative assessment (SA):** Assessment that takes place at the end of a course or study with the purpose of providing the final judgement about learning process

**Formative assessment (FA):** On-going assessment that is designed with the purpose of providing feedback to the learner so as to improve their performance



## CHAPTER II

### LITERATURE REVIEW

This chapter provides background information about assessment and assessment types. Summative assessment and formative assessment are introduced along with the examination of studies in literature to indicate the impacts of formative assessment.

#### **2.1. Evaluation, Measurement, Testing and Assessment**

Although the terms “evaluation”, “measurement”, “testing” and “assessment” can be used interchangeably in the literature, they all have different interpretations. To start, as Berry (2008) puts them simply, a test tends to result in numbers most of the time. Assessment, on the other hand, may include various strategies that include tests. As for evaluation, it is the value interpretation and judgements of outcomes of the data collection process with regards to decision-making purposes. When it comes to measurement, it refers to any procedure which provides educators to attach numbers to characteristics of people or objects in accordance with a set of rules; in addition to this, it is known as a quantitative description (Berry, 2008).

However, evaluation and assessment are the two most common terms in educational world. While “assessment” as a term is used to refer to the judgements of students’ work, “evaluation” refers to the judgements with regards to courses or course delivery, or the process of making those judgements (Taras, 2005). They are two indispensable parts of an educational programme. Taras (2005) claimed that assessment in the educational context might evoke terrors, which therefore, distorts its necessity, centrality and its potentially neutral position. In other words, when the word “assessment” is uttered, it is highly likely to connote negative meanings or feelings. That is why, instead of assessment, evaluation has become a common term to be preferred for many years (Taras, 2005). According to Harlen (2007), both assessment and evaluation have similar processes in terms of collecting evidence and making judgements about the programmes; however, they differ in the purpose and the basis where judgements are made.

There are many reasons why assessment is a very important and valuable process for educational development. As Cheng, Rogers and Hu (2004) noted, it has a central role in teaching and learning for several factors. To name a few, teachers – no matter what teaching model they have – base their decisions in terms of instructional, grading, and reporting on the desired learning outcomes of student attainment and progress (Cheng, Rogers & Hu, 2004). Hence, the data collected from assessment helps teachers to form the basis for making decisions upon teaching and learning.

When it comes to the differences between testing and assessment, as stated by Clapham (2000), “assessment” is a term that includes all methods of testing and assessment. It is also used to discern alternative assessment from testing. For some applied linguists, the term ‘testing’ refers to the construction and administration of formal or standardized tests like TOEFL (The Test of English as a Foreign Language), whereas the term ‘assessment’ is used to describe more informal methods such as ‘alternative assessment’. Harris and McCann (1994) suggested that formal testing should be supported by other forms of assessment, namely self-assessment and informal assessment. One of the differences between two terms is that with a well-designed, reliable and valid test, the ability of students can be measured more objectively than more subjective forms of assessment. However, it does not mean that all formal testing is objective or being subjective is bad while being objective is good. All oral tests, for instance, are graded subjectively while all multiple-choice tests are graded objectively. To define a test as a good or bad test, its effect on teaching and learning should be taken into consideration. In other words, washback or backwash effect matters a lot when it comes to the efficacy of a test. To make it clear, if grammar is tested mainly, the learners are highly likely to assume that the most important thing to learn is grammar so that they do not make any effort to learn other communicative activities. What is more, for a test to have a positive impact on teaching and learning, it should include authentic, real-life examples that the learners can use in their lives. Likewise, a test can have a negative influence if it contains artificial tasks and the learning process is limited to only exam practice (Harris & McCann, 1994).

Compared to assessment, Hancock (1994) noted that testing can be considered as a monitoring device for learning since tests are given at a specific point in time in order to sample student learning and ultimately some type of reporting is done, which - most of the time - is in the form of a grade or a score. Depending on that score or grade, decisions can be made. Besides these, students cannot see the test until the very last minute of the administration of it, which indicates a secrecy for the sake of confidentiality. On the other hand, Hancock (1994) goes on to argue that assessment can be accepted as very different from testing. First and foremost, assessment is an ongoing strategy in an instructional programme. Another significant difference is that although assessment is also a monitoring device just like testing, students are involved in decision-making process regarding the degree to which their performance goes well with their ability. From this we can understand that not only teachers but also students are part of an interactive process in monitoring the student’s performance throughout the instructional programme (Hancock, 1994). That is, not for judging but for

improving teaching and learning, and closing the gap between curricular goals and student outcomes, not as an external tool but as an internal one, assessment has a vital role for educational purposes. In other words, assessment is a tool that supports learning rather than judging students' performance. Therefore, the kind and purpose of assessment is also of great importance when it comes to needs of students.

Harlen (2007) explained that there are two main purposes for assessing students. One of them is to report on what has been achieved, whereas the other is to give decisions about learning experiences. While the first is referred as summative assessment or assessment of learning, the latter is known as formative assessment or assessment for learning (Harlen, 2007). As mentioned earlier, since terrors might be evoked by the term assessment, Taras (2005) defined formative assessment (FA) as the antiseptic version of assessment and summative assessment (SA) representing its negative social aspects.

These two will be examined in detail in the following parts.

## **2.2. Types of Assessment**

### **2.2.1. Summative Assessment (Assessment of Learning)**

Summative assessment (SA) takes places at the end of the teaching and learning process where students are judged by a grade, mark, a numerical or symbolic value that sums the whole process of learning. For this reason, it is passive and it may lack immediate impact on learning (Sadler, 1989). SA, as put by Harlen (2007), is controlled by the teacher within the scope of the school's assessment policy. The information gathered from SA is used for such reasons as keeping records of the progress of each student, reporting to parents and students at certain points in time, informing other teachers about transferring students from class to class, or helping them with decisions about subjects for further study. The evidence collected as a result of regular work, or special tasks, various tests can be used to give feedback on students' performance and teachers' teaching decisions; however, the main goal for collecting the evidence is for checking up on students to see what they have learnt as a result of a series of lessons over a period of time (Harlen, 2007). At the end of this kind of process, students are given marks, grades or levels to represent the final judgment of their performance. Additionally, Stiggins (2002) also noted that assessment of learning is highly relied on for its accountability as it informs educators about their students' learning outcomes and they can also learn whether they meet the standards or not; on the contrary, student achievement is highly likely to suffer in this case due to the fact that this type of assessment is incapable of informing teachers with the moment-to-moment and day-to-day performances and achievements of their students. That is, assessment of learning may fail to provide teachers

with the detailed and effective information about their students throughout the learning process since its main focus is on their overall learning at the end of that process.

### **2.2.2. Formative Assessment (Assessment for Learning)**

The term “formative” is related to forming or moulding something with the purpose of reaching the desired goal and formative assessment (FA) is mainly about how the quality of student performances might be used to shape and promote their competence by avoiding the random and inefficient style of trial-and-error learning (Sadler, 1989). It dates back to 1967 when Scriven used the term “formative evaluation” in American Educational Research Association (AERA) and Scriven introduced the term with regards to the effectiveness of school programmes and curricula (Cizek, 2009). Then the term started to be recognized in a broader sense when Bloom, Hastings, and Madaus published the book *Handbook of Formative and Summative Evaluation of Student Learning* in 1971 (Cizek, 2009). According to Bloom et. al. (1971):

Formative evaluation is for us the use of systematic evaluation *in the process of* [emphasis added] curriculum construction, teaching and learning for the purpose of improving any of these three processes... This means that in formative evaluation one must strive to develop the kinds of evidence that will be most useful in the process, seek the most useful method of reporting the evidence, and search for ways of reducing the negative effect associated with evaluation—perhaps by reducing the judgmental aspects of evaluation or, at least, by having the users of the formative evaluation (teachers, students, curriculum makers) make the judgments (as cited in Cizek, 2009, p.6).

With this explanation, it can be understood that although there is a great emphasis on the practice of program evaluation, the importance of improving teaching and learning is also highlighted within the scope of the individual users of formative evaluation. From this view, it can be said that Bloom et. al.’s definition had an influence on assessment as well due to the fact that assessment refers to the systematic process of gathering information for the purpose of detecting and documenting students’ strengths and weaknesses to make recommendations to students for helping them reach their educational goals (Cizek, 2009).

From the concepts aforementioned, it is seen that the concept of formative assessment has been evolving since it was first used. Likewise, other significant figures, Black and Wiliam (1998) stated that FA has no tightly defined meaning. However, it is widely accepted that there has been a growing interest towards the interaction between assessment and classroom learning in the world of education in the recent years and in 2006, the definition of FA was

adopted as follows: “Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes” (McManus, 2008, p.3). That is, according to this definition, FA’s main focus is on the process where students are continuously informed about their learning and teachers adjust their teaching in collaboration.

Unlike SA, the process is more important than the overall result in FA. Clark (2012) simply put it by saying that it is neither a test nor a tool used for measurement of student achievement. What is more, it seeks to support life-long learning, which means learning is a never-ending process that continues even after school. The main goal in FA is to assist learning (Grob, Holmeier & Labudde, 2017). Therefore, as its name suggests, assessment occurs for learning and they cannot be thought as separate entities, rather than that, assessment is supposed to support and promote learning. Additionally, as Berry (2008) explained, when assessment is done for learning, students socially interact with the teacher and assessment has become a deliberate and planned collection of information for the students, which in turn helps students to understand what they know, what their skills and abilities are, what their weaknesses and strengths are. Assessment for learners naturally becomes a way to set goals, make learning decisions in relation to their own development. In other words, learners are autonomous beings playing an active role in their own learning and assessment.

Another difference between SA and FA is that while the former is visible in the form of tests, the latter is invisible for the fact that it is in the form of practice (Lambert & Lines, 2001). For this reason, FA can be defined as a more demanding process since teachers are required to be more prepared to plan their work, get involved with their students, and inform them depending on their strengths and weaknesses. In other words, teachers need to know more about their students so that they can act appropriately towards their needs. Therefore, observing students and interacting with them are of great importance. Not only teachers, but also students are active participants of this process as Sadler (1989) noted that developing a capacity to monitor the quality of their own work during production is one of the key premises for improvement.

### **2.3. Components of Formative Assessment**

According to Black and Wiliam (1998b), FA is a crucial part of classroom work by which student achievement can be raised. As a result of their extensive survey of literature research, they found that it is possible to raise standards in learning by improving formative assessment (Black & Wiliam, 1998b). Most importantly, their findings showed that with improved formative assessment, low attainers and learners with disabilities can achieve more

than the other students, while achievement overall is raised as well (Black & Wiliam, 1998b). To understand what improved FA means, it is significant to figure out its key components.

For McManus (2008), there are five attributes of effective FA. First, the learning progressions should clearly indicate the ultimate learning goals (McManus, 2008). By this way, both students and teachers can be aware of what gaps they would fill while receiving feedback and teaching. That is why, knowing the objectives is of great significance by both parties. Second, knowing the criteria is as important as knowing the end objective for students (McManus, 2008). Unless they know the criteria, they may fail to regulate their own learning. In other words, knowing the end goal and criteria, students can have a control mechanism for their own learning process. Third, students need to be assisted by specific, timely, and descriptive feedback (McManus, 2008). Therefore, they can identify the puzzles they may have and enhance their learning. Fourth, for the sake of promoting metacognition skills and thinking about their learning, teachers should make use of peer- and self-assessment tools (McManus, 2008). This will provide students with reflection on their understanding and evaluation of their own work so that they can be more aware about themselves. Last, students and teachers should work in collaboration during the learning process (McManus, 2008). It can be said that teachers in this process are learners as well since they gather more information from the primary source, which is the student itself.

The key components will be examined in more detail in the following sections.

### **2.3.1. Student Autonomy and Self-Assessment**

Autonomy and self-assessment are two crucial components of formative assessment. Black and Wiliam (1998b) noted that if FA is needed to be effective, students need to know how to assess themselves so as to understand the main purpose of their learning so that they can act accordingly in order to get what they need to achieve. That is, they need to have self-awareness regarding their learning. Additionally, according to Cauley and McMillan (2010), self-assessment provides students with monitoring and evaluating the nature of their thinking with the purpose of identifying strategies to improve understanding. Self-assessment involves three steps where students first judge their own work, namely, self-monitor; then they identify gaps between their current performance and the desired goals, namely, self-evaluation; and finally, they decide and implement further learning activities to strengthen their skills and understanding (Cauley & McMillan, 2010). Teachers are responsible for directing effective questions to students in this process in order to help them focus on themselves. The questions can be exemplified as such: “What are you thinking now about how well you are learning?”,

How does your conclusion compare to the rubric?, What study strategy do you think worked best?” (Cauley & McMillan, 2010, p.5)

The process of self-assessment includes teacher-set criteria where students are supposed to get involved actively in their own assessment and marking (Dochy & McDowell, 1997). When students assess themselves on the set criteria, assessment process provides them either with personal guidance or communication to the teacher or others. Therefore, this type of assessment is beneficial for students in terms of developing their communication skills, self-evaluation skills, observation skills and self-criticism (Dochy & McDowell, 1997). Furthermore, as noted by Boud (1989), self-assessment enables students to engage effectively in lifelong learning due to fact that being able to monitor one's own performance and assessing one's own work are some of the major defining characteristics of professional work.

With self-assessment, student autonomy will also be developed. That is to say, students are placed at the centre of their own learning as autonomous beings. As Harlen (2007) simply puts it, they are students who do the learning. To make it clear, after students perform a task with a specific goal, they do not only receive feedback from the teacher, but also give information so as to participate in decision-making process when needed for the sake of their own development. In this vein, Sadler (1989) pointed out that feedback is not always an external source since it may also come from within the student, which is possible by self-monitoring. One of the main important goals of FA is to ensure that students are able to internalise the learning objectives through motivational and self-regulative elements as Sadler (1989) highlighted the fact that it is not sufficient for students to receive and depend too much on evaluative judgements which are made by the teacher. That is to say, being an autonomous learner allows students to regulate their own learning and decision-making process, which is more likely to turn them into a more aware learner. Another important point is that no comparison is made between students (Harlen, 2007), which highlights the fact that students individually are supported in their own learning and they are able to judge their own strengths and weaknesses by taking the evidences collected from their past learning into consideration. Thus, students can decide on next steps in their own learning and they also decide how to take them (Harlen, 2007).



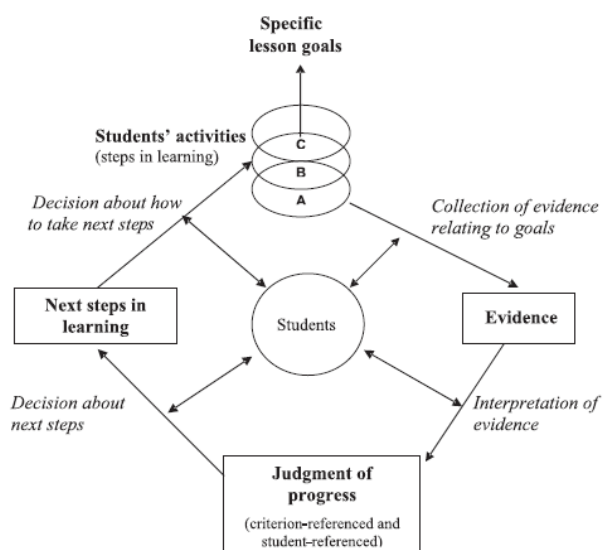


Figure 1. Assessment for learning as a cycle of events (Harlen, 2007, p.120)

### 2.3.2. Goal Setting

Setting goal can help students to develop their performances during the learning process. To help them benefit from this, students need to be informed about its meaning and importance so that they can start doing it for the sake of enhancing their own learning. Lunenburg and Ornstein (2008) stated that goals are of great importance in school organisation, so goal setting is carried on in almost all of the modern schools. They also noted that goal setting can be connected to higher task performance (Lunenburg & Ornstein, 2008). According to Johnson and Graham (1990), teachers should encourage students to employ goal setting for several reasons. First, it is a powerful tool to improve the performance (Johnson & Graham, 1990). What is more, it promotes motivation and provides information on how one is doing what, which helps learners to increase their effort and persistence to accomplish the end goal (Johnson & Graham, 1990).

Performance is highly influenced by goal setting, that is why, it must be achievable so that the learners can realise that they can achieve at the end of setting goal. Therefore, setting successful goal is necessary for students to achieve. Locke and Latham (2002) proposed five features of how successful goal setting can be. First, clear and unambiguous goal must be set (Locke & Latham, 2002). If a goal is not clear or specific, then it may cause misunderstanding, which results in unwanted behaviour in the end. Second, Locke and Latham (2002) noted that the goal had better be challenging for the fact that learners feel more motivated when they achieve something challenging. Third, for self-efficacy is of great importance for goal commitment (Locke & Latham, 2002). For this reason, by role modelling, persuasive

communication and ensuring training, mastery that provides success experiences can be increased. Fourth, Locke and Latham (2002) stated that feedback is indispensable for the goal to be effective. Without feedback, one cannot exactly know what or how they are doing. For justification of goals or adjusting the goal, feedback must be given. Finally, task complexity plays a significant role for the efficacy of goal setting (Locke & Latham, 2002). To make it clear, higher level skills and strategies are required as the task complexity increases and the effects of goal are relied on the ability to discover suitable task strategies (p. 707-709). Thus, people that work in more challenging roles might probably have a high level of motivation. However, it should also be remembered that if the difficulty of the task is too much, then it might demotivate the learner. Therefore, it must be set clearly. To sum up, for the sake of the improvement of the learners' performance, achievable and smart goals must be set.

### **2.3.3. Feedback**

Besides self-assessment, student autonomy, and goal-setting, feedback is another key component of FA that promotes student learning. Feedback, in its broadest definition, refers to information that is given by an agent with regard to condition of one's understanding or performance (Hattie & Timperley, 2007). Since feedback is provided as a result of an action or a performance, it can also be defined as the consequence of performance (Hattie & Timperley, 2007). Likewise, according to Sadler's (1989) definition, it is a key element that is used to describe information about how successfully something has been or is being done, which requires two audiences: the teacher and the student. For teachers, feedback is required for making programmatic decisions, whereas students use feedback to monitor their performances so as to detect the strengths and weaknesses and then act accordingly for modifying or improving their skills (Sadler, 1989). For feedback to be useful for students, it needs to be understood clearly by students and students also need to understand how to use it (Sadler, 1989). That is to say, unless it is defined and understood clearly by both parties, it cannot lead to improvement.

Black and Wiliam (1998b) emphasized in their study that feedback is proven to be effective when it is used to give each student specific guidance regarding their strengths and weaknesses, and it is much better if an overall mark is given. That is, proper feedback should guide students to find opportunity to improve themselves. Another significant point regarding feedback is that comparing a student with others should be avoided since it may cause the lack of self-efficacy among students (Black & Wiliam 1998b). In other words, for student to benefit from feedback, it should be directed at the individual student; namely, it is supposed to act as

a bridge that takes students to the road for improvement. For this, teachers need to consider giving strategies to be used by students in further practice so that students can move forward.

In his study, Hattie (1999) mentioned the effectiveness of feedback by referring to analysis of over 500 meta-analyses which are about factors that affect educational achievement and they found that there are some types of feedback which proved to be more effective than others. For instance, studies showed that feedback has the highest effect size when students receive information feedback about a task about how to do it more effectively; on the contrary, it has lower effect when students are only praised, awarded or punished (Hattie, 1999). Hattie (1999) also noted that feedback can be effective with a combination of goal setting. That is, when students are provided with goals, especially challenging goals, they are more likely to seek, receive and assimilate feedback information.

In another meta-analysis by Kluger and DeNisi (1996), it was found that depending on the direction of the feedback relative to performance on a task, the influence of feedback changes. That is, if feedback gives information on correct rather than incorrect responses and it promotes changes from previous performances, then it means feedback is more effective (Kluger & DeNisi, 1996). They also found that the goals and complexity of tasks matter as well. To illustrate, feedback is effective when the goals challenging and specific, yet the task complexity is low (Kluger & DeNisi, 1996). Last but not least, praise is not proven to be effective due to fact that praise does not include much learning-related information (Kluger & DeNisi, 1996).

Besides its effectiveness, the focus of feedback is also crucial. Hattie and Timperley (2007) claimed that there are four levels when it comes to the focus of feedback, namely feedback about the task (FT), about the processing of the task (FP), about self-regulation (FR), and about the self as a person (FS). First, FT means that feedback might be about a product or a task and information is provided if the work has been performed correctly or not. Students may be directed to get more, various, or correct information about the task (Hattie & Timperley, 2007). Second, FP is about the process in which students produce or complete a task and the feedback of this type is supposed to provide information about the learning process which necessitates understanding or completing the task (Hattie & Timperley, 2007). The students can be directed to go back and check what they have learnt previously to see if they are able to use them in their current work. Third, the focus of FR is on students' skill in self-regulation, self-evaluation or confidence (Hattie & Timperley, 2007). To make it clear, students are given feedback so that they can engage on the task and yield positive results. The purpose is to encourage them to learn more and continue doing the task in a more effortless

way (Hattie & Timperley, 2007). Finally, FS tends to be more personal since its target is the “self”, which may be unrelated to the task from time to time (Hattie & Timperley, 2007). Students in this type of feedback can be praised. Hattie and Timperley (2007) concluded that FS is the least effective one, whereas FR and FP are more effective since they require deep processing and mastery of tasks and FT is also influential when the task information becomes useful to improve strategy processing or promoting self-regulation.

Another significant point is the practice of feedback. In their research, Nicol and MacFarlane-Dick (2006) listed seven principles of good feedback practice in higher education and they indicated that with the practice of good feedback students act proactively rather than reactively. In other words, it promotes students’ self-regulation skills. Their seven principles about good feedback are as follows:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape the teaching (Nicol & MacFarlane-Dick, 2006, p. 205).

As seen above, feedback is a critical element of FA and for an effective FA, the feedback is required to be effective as well. It can be concluded that feedback is used to accelerate learning and empower students’ performance. However, if teachers know what types of feedback are required for each of their students, then they can give more effective feedback. To make it clear, teachers tend to give feedback either by verifying the right or wrong answer or elaborating more on the wrong answer by expanding it with examples or explanations. According to Shute (2007), for feedback to have a formative function, it should have two functions: to confirm if the answer is correct or incorrect and to provide information to the student about the correct answer. Indeed, there are more types of feedback as it is illustrated in a table in Shute’s (2007) research report:

| Feedback type        | Description                                                                                                                                                                                                                                                   |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No feedback          | Refers to conditions where the learner is presented a question and is required to respond, but there is no indication as to the correctness of the learner's response.                                                                                        |
| Verification         | Also called <i>knowledge of results</i> (KR), or <i>knowledge of outcome</i> , it informs the learner about the correctness of her response(s), such as right/wrong or overall percentage correct.                                                            |
| Correct response     | Also known as <i>knowledge of correct response</i> (KCR), it informs the learner of the correct answer to a specific problem with no additional information.                                                                                                  |
| Try-again            | Also known as <i>repeat-until-correct</i> feedback, it informs the learner about an incorrect response and allows the learner one or more attempts to answer the question.                                                                                    |
| Error-flagging       | Also known as <i>location of mistakes</i> (LM), error-flagging highlights errors in a solution, without giving correct answer.                                                                                                                                |
| Elaborated           | A general term, it refers to providing an explanation about why a specific response was correct, and it might allow the learner to review part of the instruction. It also might present the correct answer (see below for six types of elaborated feedback). |
| Attribute isolation  | Elaborated feedback that presents information addressing central attributes of the target concept or skill being studied.                                                                                                                                     |
| Topic-contingent     | Elaborated feedback that provides the learner with information relating to the target topic currently being studied. This might entail simply re-teaching material.                                                                                           |
| Response-contingent  | Elaborated feedback that focuses on the learner's specific response. It may describe why the answer is wrong and why the correct answer is correct. This does not use formal error analysis.                                                                  |
| Hints/cues/prompts   | Elaborated feedback that guides the learner in the right direction (e.g., strategic hint on what to do next or a worked example or demonstration). It avoids explicitly presenting the correct answer.                                                        |
| Bugs/misconceptions  | Elaborated feedback that requires error analysis and diagnosis. It provides information about the learner's specific errors or misconceptions (e.g., what is wrong and why).                                                                                  |
| Informative tutoring | The most elaborated feedback (from Narciss & Huth, 2004), this presents verification feedback, error-flagging, and strategic hints on how to proceed. The correct answer is not usually provided.                                                             |

Figure 2. Feedback Types Arrayed Loosely by Complexity (Shute, 2007, p. 160)

## 2.4. Assessment of Language

Language teaching, learning and assessment are combined entities that cannot be separated from one another. There are certain things that are included both in teaching and learning a language, and assessing a language. According to Green (2014), language assessment includes gathering evidence to illuminate inferences about an individual's language-related knowledge, skills or abilities. Thus, assessing a language does not only mean assessing the knowledge about the language but also assessing the ability to use it interactively and using this ability to for various skills such as reading, listening, writing and speaking.

(Green, 2014). Therefore, it is utmost importance to know what and how to assess learners' language knowledge, ability and skills. Green (2014) emphasized the significance of having an assessment literacy for language teachers and assessors for this reason. That is to say, it is important to make clear the way how we think the language is taught; what type of evidence can be collected to indicate what learners know about the language; what the learners are able to use the language to do; what they have difficulty in doing; and how they can be helped to expand their abilities (Green, 2014). In other words, for having an effective teaching and assessment, knowing about the way assessment is done, the purpose of assessment, and assessment types is required.

Considering the purpose of assessment, according to Green (2014), the most common two language assessments are educational and proficiency. Educational assessment is mostly done by teachers and it tends to be flexible including various forms such as portfolios, self-assessment, informal tests or quizzes, or formal tests (Green, 2014). As for proficiency assessment, its purpose is to gather evidence to inform the test taker and the assessor whether that person is proficient enough to use the language functionally for a specific purpose. In other words, it tends to be used for gate-keeping decisions (Green, 2014).

Educational assessment includes a large variety of assessment types. It can be done to assess the aptitude for language learning; it can be prognostic; it can be done to check achievement; it can be used to place learners at a relevant level; it might be used diagnostically; and it also includes formative and summative types of assessment (Green, 2014). Although there are various types of assessment that seem very distinct from one another, for an effective one, all needs to be dependent on another, or be used as possible. Green (2014) also noted that for effective assessment, there must be a PRICE, namely, planning, reflection, improvement, cooperation, and evidence. To make it clear, without appropriate and clear planning, assessment cannot have quality. It is also necessary to reflect on or question the assessment materials so as to improve them. Furthermore, teamwork fosters the efficacy of the assessment materials, so cooperation is needed. Last, evidence provides the required information for making decisions about the test takers, for which reason, record-keeping is required.

Hughes (2003) listed the test types for language learners and teachers as follows: proficiency tests, achievement tests, diagnostic tests, placement tests, direct versus indirect testing, discrete point versus integrative testing, norm-referenced versus criterion-referenced testing, objective testing versus subjective testing, computer adaptive testing, and communicative language testing. The proficiency tests aim at measuring test takers' ability in a specific language and it is not based on a content material as it seeks to prove whether the

test taker is proficient or not (Hughes, 2003). Unlike the proficiency tests, achievement tests are dependent on a course material and their purpose is to indicate if test takers are able to achieve the objective of the course (Hughes, 2003). The goal of diagnostic tests, on the other hand, is to identify what the test takers' strengths and weaknesses are (Hughes, 2003). The aim of placement tests is to place the test takers at the appropriate level for the rest of their education (Hughes, 2003). Direct testing refers to the test type where the test takers are required to use the specific skill that is to be measured, whereas indirect testing refers to the test type whose aim is to measure the abilities containing the skills that the test providers are interested such as TOEFL (Hughes, 2003). Discrete point tests are the ones where one element is tested at a time, while in integrative tests, test takers are expected to integrate multiple language skills to complete a task (Hughes, 2003). Norm-referenced testing is administered to indicate the performance of a test taker among all the other test takers; on the other hand, criterion-referenced testing gives information on what the test taker can do in the language and its purpose is to classify test takers depending on whether they have the ability to perform the tasks provided to them (Hughes, 2003). Objective and subjective testing deal with scoring. That is, if no judgement is needed, then it is objective; however, if judgement is required, then it is subjective (Hughes, 2003). Computer adaptive testing differs from other types in that test takers are first provided with an item of average difficulty, and depending on their correct and incorrect answers, they are presented with easier or more difficult items (Hughes, 2003). Last, communicative language testing seeks to measure the ability of test takers to participate in communicative acts (Hughes, 2003).

In terms of the efficacy of language assessments, it is of great importance for them to be valid and reliable. Additionally, practicality and the washback effect must be taken into consideration as well. According to Henning (2001), the test is valid if it reflects the goal for which the test is done. For instance, if it is an achievement test, then it must thoroughly include the content that students have learnt; otherwise, it would be an invalid test, which means it contains materials that students have not encountered during their learning (Henning, 2001). Thus, the test should measure what it intends to measure (Hughes, 2003). Besides validity, reliability is another significant term which is defined as consistency of measurement (Bachman & Palmer, 1996). That is, for a test to be reliable, its score must be consistent through various characteristics of the testing situations. Moreover, the test's practicality refers to the function of resources that is necessary and available during various stages of the test development process (Bachman & Palmer, 1996). Bachman and Palmer (1996) proposed the following questions for evaluating practicality of a test: "(1) What type and relative amounts

of resources are required for: (a) the design stage, (b) the operationalization stage, and (c) the administration stage?; (2) What resources will be available for carrying out (a), (b), and (c)?” (p. 148). When it comes to the backwash or washback impact, it is simply defined as the effect of tests on learning and teaching (Hughes, 2003). For some, it is part of validity: “Washback refers to the extent to which the introduction and use of a test influences language teachers and learners to do things that they would not otherwise do that promote or inhibit language learning” (cited in Fulcher & Davidson, 2007, p.221).

#### **2.4.1. Testing of Language Skills**

To test language skills, there are certain techniques and styles that are employed in tests. To start with testing receptive skills, reading and listening, it can be said that the testing process is straightforward since test takers are provided with a reading text or a recording along with some questions, and that would be it (Hughes, 2003). However, while testing receptive skills, testers must pay close attention to which skills in reading and listening are to be tested and whether the items prepared have succeeded in measuring those skills. While choosing texts for the reading tests, it is of importance to consider the text type, text forms, topics, graphic features, style, length, readability, range of vocabulary and grammar; and while choosing texts for the listening tests, text type, text forms, length and speed of speech, dialects and accents must be taken into consideration (Hughes, 2003).

As for testing grammar and vocabulary, there are some controversial ideas. To be clear, there might be some proficiency tests that do not test grammar separately and directly; however, there are still some that test it directly since it saves time and large numbers of items can be used in tests (Hughes, 2003). The best solution for this dilemma is to ensure that if grammar and vocabulary are taught in isolation and have an important role in an institution, that it can be tested separately (Hughes, 2003). Diagnostic tests of grammar, for instance, would inform about the grammatical repertoire of the learners, that is why, they are very useful (Hughes, 2003). Achievement tests are the most preferred ones to test vocabulary, especially vocabulary achievement tests are valued for their washback impact (Hughes, 2003).

When it comes to the testing of productive skills, writing and speaking, they have almost identical issues to consider. For testing of writing, for example, writing, the most useful way is to make test takers write (Hughes, 2003). Likewise, for speaking, it is to make them speak. According to Hughes (2003), testing writing ability must include setting writing tasks that represent the population of tasks that students are expected to be able to perform, eliciting valid samples of writing, and scoring the writing samples validly and reliably; and testing oral ability is almost identical to the writing as the tasks must elicit behaviour that represents the



test takers' ability. One limitation about testing writing and speaking might be the assumption that students might have wide knowledge, imagination, creative skills or intelligence (Hughes, 2003). However, for tests to be valid, it must not include these skills, rather than them, it must only test writing or speaking abilities.

## **2.5. Studies Conducted on the Impacts of Formative Assessment (FA)**

In OECD/CERI Report (2008) about assessment for learning, it was stated that FA as a framework provides balance structure and flexibility to teachers and learners since via its various techniques, FA can help to unveil learner understanding and it yields progress for the learning goals. Likewise, there have been numerous studies in literature that provide more data about the impacts of FA in education. While some studies were conducted on primary, secondary, and high school contexts, there were others that were done at tertiary levels not only in EFL contexts but at other departments as well.

In an exploratory study of a FA practice by Granberg et. al. (2021) in 7<sup>th</sup> grade mathematics classes, a mathematics teacher's implementation of FA was examined. Out of 3 classes, two of the classes, namely the control classes, were taught by traditional approach by two teachers who had not participated in a FA professional developmental program; and one class, namely the experimental group, was taught by the teacher who took part in the FA professional developmental program. The number of students in the intervention class was 14 in total (9 female and 5 male) and mixed data collection tools were used in the study. The findings showed that the FA practice proved an important impact not only on motivational beliefs but also on motivational behaviours that are involved in the self-regulation of learning (Granberg et. al., 2021). It also evidenced that the impact of FA practice on perceived autonomy was huge and students' self-regulation skills were enhanced (Granberg et. al., 2021). The researchers concluded that it is significant to use more than one single aspect of FA for it to be advantageous.

Other studies conducted in primary or middle schools also provided detailed data on the impacts FA practices (Gustafson et. al., 2019; Yin et. al., 2008; Manninen, 2018). In a mixed method study by Gustafson et. al. (2019), the results regarding an educational project in reading development named LegiLexi in grade 3 in Swedish primary school were presented. LegiLexi had a FA tool in it and according to the project, each student is expected to have adequate reading skills at the end of the 3<sup>rd</sup> grade. A total of 21 schools and teachers, and 511 students participated in the study and there were divided into three groups: a group with full access to LegiLexi, a group with FA only, and a group with no access. In the first group, there were 8 schools and teachers with 217 students; in the latter, there were 4 schools and teachers

with 217 students; and in the last group, there were 9 schools and teachers with 208 students. The results of the study showed that word coding and reading comprehension were improved in the group that access to LegiLexi, especially for the group that had full access to both FA tool and the teacher course, and FA group indicated the highest improvement in language comprehension. Gustafson et. al. (2019) concluded that LegiLexi enhanced critical reading skills.

Another research by Yin et. al. (2008) was done on FA's impact on students' motivation and achievement that yields conceptual change in science classes at a middle school. 12 middle-school science teachers along with their students participated in the study and they were equally divided into two groups: an experimental group that was provided with embedded FA, and a control group without embedded FA. To examine the effect of embedded FA, motivation questionnaires and achievement assessments were used. The result of this study revealed that the embedded FA in the curriculum used by the experimental group did not have a significant impact on students' motivation, achievement, and conceptual change compared to the ones in the control group that used the curriculum without embedded FA assessment (Yin et. al., 2008). The researchers mentioned other factors in terms of the relationship between higher student achievement and teachers' characteristics like good classroom management, successful teaching strategies, and effective FA implementation (Yin et. al., 2008). They also emphasized that their study provided evidence for the difficulty and importance of implementing FA effectively (Yin et. al., 2008).

Manninen's (2018) study was also conducted at a school in Finland to look into the effects of FA in national core curriculum. In-service education materials were examined; the chosen materials were read closely in the study and they were compared to the others in the literature. Then a local curriculum was designed and guidelines were provided for assessment provided in the national core curriculum. The purpose of the study was to map out the assessment practices and a cooperation network, ENorssi was used whose published materials were named as "learning-improving assessment", which includes the concepts of FA (Manninen, 2018). As a result, the researcher discussed that assessment literacy was one subject in Finland that has not widely been researched unlike FA. The benefits of FA have been proven by many researchers; however, Manninen (2018) argued, adopting FA to teaching with insufficient skills and knowledge might be dangerous, and old behaviour patterns were difficult and frightening to change. That is why, unless it is done without a full understanding, FA might have a negative impact on learning (Manninen, 2018). As a result, Manninen (2018) proffered using different methods of assessment to have positive impacts on the development

of a student such as group assessment, self -and peer-assessment, assessment discussion, and verbal assessment, or written assessment.

As for the studies related to the practice and impacts of FA on language learning in literature, there are several studies conducted at high school or tertiary levels all around the world. These studies examine FA, its impact, implementation, comparison with summative assessment, effectiveness, and student or teacher perceptions and reviews about it (Finch, 2000; Afitska, 2008; Colby, 2010; Song, 2011; Gonzales, 2012; Heritage & Chang, 2012; Usuda, 2013; Tang, 2016; Guo, 2017; Estaji & Mirzaii, 2018; Ahmed et. al., 2019; Alahmadi et. al., 2019; Xie, 2021).

Among those studies, Heritage and Chang's (2012) research reflected teacher perception towards FA. Their study analysed teachers' feedback in focus groups about online reports whose major focus was on giving accessible information about English language learners' (ELLs) performance on reading assessments that were designed for formative goals. The focus groups were part of the Educational Testing Service which collaborated with the National Center for Research on Evaluation, Standards, and Student Testing (CRESTT) at the University of California in Los Angeles. Their study presented specific data about teachers' view on FA for ELLs. For the research, a formative assessment in reading comprehension for middle-school was developed and validated. Not only teacher focus groups, but also surveys with regards to the assessment of ELLs' reading for formative goals were used. 11 teachers took part in the focus groups and they were divided into three groups and they were supposed to give answers to questions related to assessment and offer suggestions for improvement. Eight teachers did the teacher survey and they were expected to answer questions related to the content and quality of the test questions and the usability of the assessment. The researchers discussed the results in terms of evaluative stance, pedagogical response, and the need for fine-grained data. According to first category, the comments of teachers revealed an evaluative stance towards FA, which was indeed in line with summative assessment. That is, some teachers suggested grading the assessment data. Others suggested that if FA took part at the end of a module and the teacher used it for the sake of addressing specific learning needs before starting a new unit, then it might refer to an ordinary form of teacher summative assessment. According to the second category, most teachers agreed that assessment for formative purposes requires receiving some pedagogical action based on the data. Last, some teachers claimed that individual student reports were valuable since they helped them to focus on individual students by providing fine-grained assessment data which was needed for formative purposes. In short, this study indicated that majority of teachers perceived FA as a

tool to evaluate students; most teachers thought that FA gave data about their ELL students; only one teacher perceived FA as a way for students to progress from one level to the next; and several teachers were aware of the need for fine-grained assessment data for formative purposes. The researchers concluded that majority of teachers failed to understand the purposes and uses of data from an assessment for formative purposes.

The research by Ahmed et. al. (2019) examined language teachers' knowledge about their students' FA and its effect on students' summative assessment grades, which in the end, suggested a synergy between two assessment types: FA and SA. In the research that was conducted in the South Asian educational context, t-tests were used. There were two groups of teachers and while one group were familiar with FA students, the other group were not. Students' papers were marked by those two groups of teachers and according to the results, there was a great difference in the grades which were marked by the group of teachers who were familiar with students' classroom performance thanks to FA when compared to the other group who were not aware of students' performance of the class (Ahmed et. al. 2019). This study proved that FA provides teachers with an awareness and knowledge about their students' competences which might be impossible to assess via summative test. Similar to this research, the study conducted by Alahmadi et. al. (2019) also investigated the impact of FA in summative speaking test on Saudi students' performance at the English language department at Taibah University. The participants were 300 first-year female students who were divided equally into two groups; one controlled and one experimental group. While the former did not receive FA, the latter received FA along with summative speaking tests. FA and SA tasks consisted of the same sets of tasks in which a dialogue, a picture description and reacting to a situation were included, and there were two assessors for each student. Only experimental group received feedback depending on their performances in terms of the weak and strong areas. The results indicated an improvement in the overall performance of the experimental group, which resulted in higher grades in the summative speaking test. Furthermore, students in the experimental group performed better than the others in the controlled group in the speaking test in terms of accuracy and coherence.

Apart from the studies above, there are several researches that examined the relation between FA and vocabulary learning and linguistic development. Afitska's (2008) study, for instance, was carried on primary immersion classrooms with young learners whose focus was on impacts of FA on learner's linguistic development and on teachers' teaching and lesson planning and also variables affecting the frequency and extend of effectiveness of FA. The participants were three teachers; two class teachers and a language teacher, and two learners

in each class (four class in total) aged between 8 and 10. While two of them were the mainstream teachers, the other was in charge of the language development in the school. Classroom observations and semi-structures interviews were used as data collection tools and the researcher benefitted from teacher supportive input, teacher questioning, teacher feedback, learner peer-assessment, and learner self-assessment strategies while analysing the data. The data were transcribed and coded qualitatively and then both quantitative and qualitative analysis were made. According to the results, five language assessment strategies aforementioned had positive impact on learners' linguistic development. Additionally, not only learners, but teachers overall had positive attitudes towards these strategies.

One exploratory study investigated assessment for learning (AFL) principles applied in two pre-university English for academic purposes (EAP) classes (Colby, 2010). The results of the study shed light to application of AFL principles enhancing student learning of modal usage in questions. The focus of the study was on the learning of the grammatical features of "would" and "will" structures and its aim was to seek and interpret AFL by developing AFL procedures suitable for a second language (L2) classroom; to practice these AFL procedures in the L2 setting; and to examine their impact on learning to provide evidence for the assessment bridge that links assessment, teaching and learning. The study had a mixed design and the researcher in this study benefitted from computer-assisted language learning material, an online individual, group and teacher-class concept mapping exercises for the AFL. The data was collected through concept maps, classroom observation field notes, transcription of the group and class discourse, teacher and student survey questionnaires, and pre- and post-treatment tests. At the end of the research it was found out that the use of AFL procedures might have fostered student learning of the modal usage aforementioned. The qualitative results indicated both student and teacher views that learning occurred followed by AFL application. Quantitative results showed improvement in the performance of a challenging post-treatment essay in one of the classes that support AFL treatment. Overall, the study presented positive results regarding the application of AFL in classes.

In addition to the studies above, there is another research that presents data regarding the impacts of FA on EFL learners' vocabulary learning (Estalji et. al., 2018). In this exploratory study, researchers divided a group of 58 male EFL students at an upper-intermediate level at an institute of science and technology, aged between 19 and 37, into two groups, the experimental and the control groups. The reason most of these learners studied English was to develop their career prospects and to foster their academic skills required for their higher education studies. The tools that were employed to collect data in this study were

concept maps, vocabulary quizzes, oral questioning templates, Vocabulary Knowledge Scale (VKS), and Formative Assessment Questionnaire. In the vocabulary test, it was concluded that the experimental group performed better than the control group. The results also showed that FA helped EFL students to use vocabulary items in sentences with semantic appropriateness and grammatically accurate. Despite the fact that the control group showed progress as well, they failed to use their newly gained lexical knowledge as the experimental group did. Thus, in terms of appropriateness and accuracy, the experimental group outperformed the control group. The results gathered from the questionnaires reflected students' view which suggested that they became more motivated, and they found FA better than final-term exams since it could evidence their weaknesses and strengths as well. In short, this research shed light on how effective FA was while learning vocabulary.

There are also other studies that have examined the impacts and practice of FA in skill lessons like writing and speaking. To start with the writing skills, Usuda (2013) conducted an action research study in her English writing classes in a high school in Tokyo, Japan. The researcher used rubrics as a FA strategy in two of her classes throughout two terms with a team-teaching partner. Student responses and her own teacher practice were reflected in the study. The researcher concluded that FA was also a way to relate to students and colleagues. She also explained that summative assessment might rob students' joy of learning bringing stress to them, that is why, FA with rubrics in writing classes contributed by fostering student and teacher communication with a focus on descriptions of performance levels and clear learning goals, which was achieved by written and oral feedback that encouraged students. To sum up, FA with rubrics and strategies like clear learning goals, descriptive feedback, communication with students and interaction among students encouraged students to move forward and increased the ownership of learning.

Another study conducted in a Chinese university context by Guo (2017) examines how effective FA approaches, self- and peer-assessment in the form of written feedback are. The research took place in Chinese EFL writing classes at tertiary level and it had a three-session research process including a training session, an essay writing session, and an assessment session. 97 students participated in the study and majority of them was female. The study had a three-group post-test-only randomized experimental design and it lasted for over two weeks. Students and teachers received workshop to train them how to engage in self- and peer-assessment. Rubrics were used that included four categories which were content, organisation, grammar and vocabulary. Students were asked to produce a written response by using minimum 200 words and then they were divided into three groups, where they conducted self-

assessment (SA), peer-assessment (PA), and a combination of self- and peer- assessment (CA). Next, those responses were collected to be handed in to the teachers to determine if the feedback given by students was appropriate for lexical, syntactic, logic and stylistic rules in academic writing. The results of this study indicated that students did not give more feedback through CA than through SA or PA. Besides, feedback from peers might be sometimes avoided in a teacher-centred learning environment, which might cause indifference to students' feedback for formative purposes. In addition, students were unable to identify the errors correctly and they felt not much confident about the quality of formative feedback during the FA. Interestingly, female students were found more critical towards peer feedback. As a result of all these findings, the researcher emphasised that FA and its implementation, execution and interpretation should be recognized well by the teachers.

In a qualitative study Xie (2021) conducted in an international school in a Middle Eastern country, the problem related to students' scores on written exams was examined. That is, although FA has been used, the scores have not been improved for more than three years. That is why, the purpose of the study was to investigate teachers' perspectives about the implementation of FA to promote writing achievement for students that participated in the study, who are between the ages of 15 and 17. The participants were 10 language teachers with at least three years of teaching experience at the pre-high school. The data was collected via semi-structured interviews with eight open-ended questions which were held on an online platform with each participant for almost 30 minutes. Every participant described, clarified, justified, and rationalized their experiences of FA. All the data were analysed by a content analysis approach with four stages of data analysis and the coding method was employed. The findings showed that teachers identified certain requirements for implementing FA effectively, which were namely, professional development, resources, time, and collaboration. It was also found out that teachers perceived FA as a tool to evaluate, monitor progress and inform teaching. In addition to these, formative strategies were used to evaluate curriculum progress. In the study, teachers also referred to time and students' attributes as barriers in FA implementation. As a result of these findings, the researcher designed a three-day professional development (PD) project to assist teachers develop their FA practice in order to support their students' writing performance and the PD project consisted of practical formative strategies for L2 learners, effective scaffolds for L2 learners, and sustainable teacher learning network. This study has demonstrated that teachers perceived FA as a tool to support student learning, so they might need support to do it effectively. For this, they need PD to remove the barriers

from FA implementation; therefore, having systematic PDs might provide teachers to implement FA effectively, from which students might also benefit.

Among studies about speaking skills, Song's (2011) research conducted in the English department of a normal university in China examined the effectiveness of assessment for learning in improving oral English skills while identifying perceptions of both teachers and students. The study had a mixed method design and three phases. Nine female teachers and 74 undergraduate students (68 female and 6 male) participated in the study; however, the number of students that completed the study was 41. The first phase included the observation of second year students' and their teachers' class interactions and selection of the participants; in the second phase, teacher questionnaires, pre- and post-study student questionnaires, and three assessment for learning tasks designed by the researcher were used to collect data; in the third phase, interviews with teachers and students were done. Besides these, students' entrance examination scores were used as background information about students' previous English language learning study through high school. The researcher emphasised that for ensuring the learning effects of FA, linking FA with test formats from the beginning was required; for this reason, the tasks were designed in accordance with this purpose. After the data was gathered from the interviews, it was transcribed and analysed. The results showed that assessment for learning was effective at improving the oral English language learning skills of students at intermediate and higher levels. Moreover, the study revealed that both students and teachers had positive attitudes towards assessment for learning. Students were overall satisfied with the feedback they received from their peers; motivated by the FA tasks; the difficulties in speaking English learning had been identified by tasks; and teachers were also overall pleased with the process; they agreed to employ FA in their upcoming classes; and one teacher of high-level students claimed that it could be used once a month with higher levels but once a week with the intermediate level. The research finally provided data on concerns regarding FA; that is, designing and implementing it might require a lot of time.

With a similar context to the aforementioned research, Gonzales's (2012) case study was done in two Intermediate Oral English courses at the Université de Montréal sought to present data on the practice and perceptions about FA. The data was collected through teacher interview guidelines, students' questionnaires, and classroom observation grids. The number of students that participated was 34 (15 female and 10 male); and there was only one participant female teacher whose class was observed. In the end, the conclusion the researcher drew was that while implementing FA in an L2 classroom setting, explicit correction and elicitation were among the most common feedback forms given by the teacher, which were



followed by acknowledgement, incorporation and self-repair. The results also indicated that there was consistency between the teacher's practice and perceptions about FA. Last, the researcher discovered that there were significant differences between the teacher and her students' views regarding the benefits of FA. To make it clear, while the teacher participant thought that self-assessment was not possible at all, nearly all her students agreed that self-assessment promotes learning. Another difference was related to whether FA promotes learning or not. The students were in favour of active participation in their learning along with feedback opportunities; whereas the teacher thought that students did not take other assessment types like FA seriously. This shows that the student and teacher perceptions towards FA might be in contrast.

Tang's (2016) research also looks into the effectiveness of applying FA in oral English class. The participants of the study were a total of 115 students (103 females and 52 males) who were first-year students of law and history at a university in China. In the control group, there were 57 students all of whom were from law school and in the experimental group, there were 58 students all of whom were from history school. All participants took the pre-test, post-test of English Classroom Speaking Anxiety Scale with similar contents, and a semi-structured interview. Along with these, questionnaires were also used to collect data and for analysis, SPSS18.0 was used. The study lasted for one academic year. While traditional teaching methodology with summative assessment for speaking was employed in the control group, FA was applied in the experimental group, where self-, peer-, and teacher assessment were practiced. According to the results of the study, FA was found helpful in terms of alleviating students' speaking anxiety. Moreover, FA was used to monitor and regulate students' command of learning strategies, sense of cooperation, motivation in an open and comforting atmosphere. Students also found self-assessment, and receiving feedback from their peers and teachers very motivating. It was also effective with regards to test anxiety since students reported in the study that there was no need to prepare anxiously for FA, unlike the summative assessment.

## **2.6. Studies Conducted in Turkey**

When it comes to assessment of language skills in Turkey, it was stated in British Council's baseline study in 2015 that Turkey does not perform well in the area of English language teaching (British Council, 2015) and the report includes the potential reasons behind this issue. According to the study, majority of universities in Turkey assumed that course materials and teaching objectives were based on the Common European Framework of Reference (CEFR) and their aim is to get the students to reach the level of B2; however, most

universities agreed that this level might slip to B1+, especially teachers' survey showed that the average could even be B1. This shift from B2 to B1 indicated the inadequacy of English proficiency levels among students in undergraduate departments (British Council, 2015). According to the report, another issue is related to assessment of levels and skills. That is, one of the problems is related to the quality and variability of the exit proficiency tests. While some universities use international examinations like TOEFL or IELTS, other universities prefer to use in-house tests, which may also be less professional (British Council, 2015). Another problem is related to the coverage of the tests. According to the results, it was found out that the majority of exit tests include only reading and writing lacking other skills. The percentages can be seen in the figure below:

| (N-350)                        | EMI   | T-EMI | TMI   | average |
|--------------------------------|-------|-------|-------|---------|
| Reading skills                 | 95.4% | 98.8% | 100%  | 97.4%   |
| Writing skills                 | 95.4% | 96.4% | 92.6% | 95.6%   |
| Listening skills               | 90.1% | 88.5% | 88.9% | 89.2%   |
| Grammar/language system        | 81.6% | 92.1% | 100%  | 88.1%   |
| Speaking skills                | 78.3% | 82.4% | 59.3% | 78.8%   |
| Objective multiple-choice test | 55.9% | 73.3% | 85.2% | 66.6%   |

*Figure 3. Skills assessed in the preparatory school exit test (British Council, 2015, p.77)*

This situation results in a negative backwash effect on teaching and learning since students tend to learn what is tested, which causes the fact that the standards which universities are trying to get tend to be undermined (British Council, 2015).

According to Tudor (2015), to assess competence, the whole process and procedure regarding learning must be measured and this is complex and difficult, for which reason formative evaluation results are required. Therefore, it is not wrong to say that using only one way to assess students' language skills is not efficient as it may fail to reflect the real level of learning (British Council, 2015; Qu and Zhang, 2013). Furthermore, teachers most of the time "teach to test", which is the biggest evidence that summative tests fail to encourage students to learn throughout the learning process, which also leads them to perform well only in the exams (Looney, 2011). For such reasons, FA has been widely used in in classes and when the empirical studies in Turkey were examined, more specific data can be found regarding its effects in the Turkish context.

Sönmez (2020) conducted a study on FA's contribution to students' reading comprehension in the third-grade students at a primary school in Kocaeli, Turkey. The participants were 50 students at a third-grade Turkish class and while one group of students

was evaluated with FA methods, the other group was evaluated with traditional assessment methods. The research lasted for 13 weeks. As the data tool, the researcher used a questionnaire, a scale and interview. SPSS 22 was used to analyse the quantitative data and for qualitative data, interviews and researcher's observations were used. The researcher used Mann Whitney U and Wilcoxon signed rank test during the analysis. The results of this study revealed that FA methods contributed in a positive way to students' reading contribution success.

Apart from its impact on reading skills, FA's impacts on students' academic achievement, self-regulation skills and learner autonomy were examined in several studies. Ozan's (2017) study, which had a mixed method and lasted for 28 weeks, investigated the influence of FA on students' academic achievement, their attitudes towards the lesson and self-regulatory skills. There were 45 students as participants that were studying at grade five at a secondary school in Erzurum, Turkey. Among eight classes, there was one control and one experimental group, which were determined with random sampling method. The data was collected through social sciences achievement test, inventory of attitudes towards social sciences, self-regulatory learning skills questionnaire, observation form, and semi-structured interview forms. ANCOVA and MANCOVA were used to analyse data. According to the result of this study, in the control group, SA improved students' academic achievement, their attitudes towards the lesson, and self-regulatory skills positively, but there was no significant increase. On the other hand, in the experimental group, students' academic achievement, their attitudes, and self-regulatory skills increased significantly. The post test results indicated that although academic achievement and attitudes towards the lesson in the experimental group was significantly higher than the academic achievement and attitudes towards the lesson than the control group, there was no statistically significant difference in terms of students' self-regulatory skills between both groups. The observations by the researcher and interview with the students and teachers indicated that there was a positive perception about the implementation of FA. Thus, the researcher concluded that FA implementation was found useful in secondary schools which therefore must be used as a dominant assessment approach in teaching.

Besides primary and secondary contexts, there have been several researches conducted at universities in EFL contexts regarding FA in Turkey. One of them was a phenomenological study that compared Turkish and international adult EFL students' perceptions of FA (Uysal Kurtulmuş, 2018). The study took place at a Modern languages department of a foundation university in İstanbul, Turkey. 56 freshman students took part in the study, 28 Turkish and 28

internationals, and the study was maintained with the regular attendees. It lasted through the first term. The reason of the choice of the first-year students was due to objectivity. To make it clear, it was the group that took academic English lesson for the first time, which meant that they could analyse the FA in a more objective way. There were also five ELT instructors as participants who were teaching the student participants in the study. The researcher employed semi-structured interviews, Likert-scale questionnaires, and focus group interview. Qualitative data was analysed through pattern coding, and quantitative data was analysed with SPSS. The results of the data reflected that majority of students, no matter what their nationality and sex were, had positive views about FA. However, while male Turkish students seemed like more focused-on grades, the international female ones focused more on improving themselves. The results also indicated that the students were keen on some traditional ways of assessment like accepting teacher as the only assessor or relying on the teacher for learning. Moreover, mostly international students had feelings like self-confidence, less stress, more regular study, regular feedback and motivation, while only some of them had negative perceptions like waste of time, deprivation, stress, inefficient study. Overall, both Turkish and international students perceived FA as a useful tool in their learning process since it helped them to make more effort for better understanding, and using feedback to find out where they were in their learning although there were some varied perceptions among students, and perceptions differentiated from teachers. Yet, the researcher concluded, students failed to comprehend the paradigm behind it. That is, because they did not know how to implement it to their learning process, they did not succeed in using it as effectively as it was expected. That is why, the researcher suggested that teachers should be informed well and practised before.

Another research that analysed the effect of FA whose focus was on academic achievement was conducted by Hotaman (2020). The purpose of the study was to investigate FA practices in Assessment and Evaluation Education class on the academic achievement levels of prospective teachers. Both qualitative and quantitative methods were employed in the study and it had an experimental research design. The researcher used double experiment and double control groups to ensure double check for the experimental procedure through comparison by using a wider sample. Participants of the study were chosen by purposive sampling and they were 220 prospective teachers taking Teacher Training Course in Faculty of Education at a public university in İstanbul, Turkey. Multiple choice achievement test and a semi-structured interview form were used as data collection instruments in the study. The results showed that there was a significant difference in the experiment groups. Both as a result

of qualitative and quantitative data tools, it was found out that FA practices were effective enough to influence the achievement of prospective teachers.

Uzun and Ertok's (2020) analysis provided almost similar results to aforementioned study. Their study explored the opinions of ELT student about how convenient exam-based or task-based approaches were for their own learning process in relation to three criteria which was related to the effectiveness of task-based and exam-based education: 1. the significance to both professional and personal development of the students; 2. the significance to their creative and critical skills; and 3. the advantage and disadvantages of task-based and exam-based approaches. In this study, the researchers noted exam-based approach as SA type whereas task-based approach as FA type, both of which were compared and contrasted with regards to their advantages and disadvantages. 50 students (29 female and 21 male) of ELT department at the Faculty of Education at a public university in Bursa were the participants of the study whose data tools were a survey and an interview. It was conducted during one semester of an academic year. Participants were provided with the survey and interview through Google Forms. Their responses for the survey were calculated automatically and inferential statistics were obtained. The data gathered from the interview were analysed via content analysis. The results drawn from this study revealed that most students were not pleased with the exam-based approach, namely the SA type for the fact that it did not enhance their creative thinking skills and develop them professionally or personally while it was only encouraging them to memorise information. Thus, for students to benefit from education, to gain knowledge and contribute to their environment as well as themselves, the approach must be revised and this might be possible by employing task-based, project-based, problem-based, or so on systems, which, in short, requires formative evaluation rather than SA systems whose focus is mostly on exams and tests.

Büyükkarcı (2010) investigated the impacts of FA in Contextual Grammar Course in English Language Teaching Department at a state university in Adana, Turkey. To collect data, both qualitative and quantitative approaches were used. Text Anxiety Inventory and Assessment Preference Scale were employed along with semi-structured interviews, field notes and teacher observations. The number of students that took part in the experimental group was 38, in the control group, it was 48 whose ages ranged from 18 to 20. The results showed that formative assessment affected students positively as their test anxiety reduced, and their assessment preferences changed which had been multiple choice tests. In addition to this study, the impact of FA was investigated in terms of its efficiency in vocabulary enrichment and achievement (Yurdakal, 2015). The result of this (2015) study indicated that

the experimental group that was exposed to FA techniques showed a better improvement in vocabulary achievement compared to the control group that had traditional exercises and techniques. Simply put, the relationship between vocabulary achievement and formative assessment was positive.

As for the writing skills and how it is affected by formative assessment, Sari's (2019) action research study revealed that via written or oral feedback, students' writing anxiety decreased since getting continuous and detailed information about their weak and strong points helped them a lot to progress by eliminating their mistakes. 30 sophomore students participated in the study, and data was collected via survey, interview, stars and field notes. FA techniques that were employed in the study was feedback, course arrangement and more effective learning products. Students' roles were also proactive and they were responsible for making up for the deficit in their education. The result of the study showed that students benefited highly from the feedback sessions as they fostered motivation and sincerity leading students to participate more in writing lessons and acting in a more active way, which ultimately affected their writing proficiency positively.

Another research indicating positive attitudes and feelings towards FA was conducted by Konkur (2013) with students of a preparatory class at a foundation university in Mersin, Turkey. The participants were 20 students (11 females and 9 males) and it was designed as a case study in which action research and qualitative research designs were employed. Data was collected through interviews, students' diaries, researcher's observations and notes. The results revealed that students' awareness towards their weaknesses and strengths was raised, they were motivated, and they gained positive attitudes towards assessment thanks to FA practice that the researcher applied. There are other studies with similar findings, which provided evidence that FA had a positive impact on students' participatory involvement in the lessons; motivation, attitudes towards the lessons; awareness about their strengths and weaknesses (Solgun Günel, 2014; Ökten, 2009). Likewise, one research article, which was a meta-analysis study that investigated how FA implementations enhance student learning in Turkey, presented the positive influence of FA on student learning by concluding that if more FA practices is applied in classrooms, it will be more likely to contribute to student learning (Karaman, 2021).

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

The aim of this chapter is to introduce the structure of the study by outlining the details of its design, participants involved and the data collection procedures along with the tools that are used. Data analysis methods will also be mentioned in order to illustrate how the results of the study are reached. The chapter ends with brief description of the role of the researcher.

#### **3.2. Research Design**

This study was designed in accordance with the qualitative research paradigm. According to Creswell (2015), qualitative research is done to address a research problem whose variables are unknown to the researcher and they need to be explored. Therefore, it is a complex and revolving research design (Croker, 2009). In a qualitative research, the main focus is on the participants to understand what they experience and how they interact within the specific context (Croker, 2009). Its process is longitudinal which provides the researcher with a deep and comprehensive understanding about the participants (Croker, 2009). This leads to a detailed final research report (Creswell, 2015). In this sense, it is really important for this study to align with the qualitative research paradigm in nature since it seeks to gather very deep understanding about participants' experiences and views during formative assessment implementation in their speaking lessons. This study aimed at exploring the impact of formative assessment implementation on English preparatory class students' speaking skills at a foundation university in Turkey. The study sought more answers in relation to the impacts of formative assessment implementation on participants' speaking skills to reach distinctive and exclusive opinions about the open-ended research question.

A case study was adopted in this qualitative research study with the purpose of gaining "in-depth description and analysis of a bounded system" (Merriam, 2010). According to Merriam (2010), a case study is a unit of analysis, which might be a unique entity or a unit to be studied with boundaries. As for the case, it might be an individual, a team or a program etc. (Merriam, 2010). The main focus of a case study is on what the participants' experiences are and how they have these experiences (Merriam, 2010). In other words, the emphasis is on the investigation of a phenomenon by dwelling on the questions of what and how. To be able to see the world around us and understand it well, case studies are significant means (Rowley, 2002). Thus, in this study, the experiences of a group of three students who did formative

assessment tasks were analysed to understand to what extent their speaking skills were affected in a specific period of time.

Case studies may include single or multiple cases (Rowley, 2002). A multi-case study design will be applied in this study. The reason for this choice is related to the fact that when there are more cases for establishing or refuting a theory, the outcomes are likely to be stronger (Rowley, 2002). According to Stake's (2006) definition of the multi-case study, "one small collection of people, activities, policies, strengths, problems, or relationships is studied in detail" (p. vi). With this study, the problem will be thoroughly explored so that a detailed description with deep and complex understanding regarding the problem would be revealed. In other words, by examining each multi-case in detail, the aim is to have a better understanding about the whole (Stake, 2006), which in this case, the implementation of formative assessment in a speaking class at the preparatory class at a foundation university and its impacts. Another key point of the multi-case study is that its focus is progressive (Stake, 2006). That is, the concepts in the study and their organisation is open to change throughout the study, especially while the data is being examined and analysed (Stake, 2006). Additionally, multiple views are likely to be presented depending on the variety of issues that emerge during the study (Stake, 2006). Thus, the best way to draw a conclusion is to analyse each of the cases presented in the study.

### **3.3. Setting and Participants of the Study**

The study took place at the School of Foreign Languages (SoFL) (preparatory school) at a foundation university in İzmir, Turkey, which is located at the centre of the city. The participants of the study were four young adult Turkish EFL students studying at Pre-intermediate level at the preparatory class. The data was collected during the second track of the 2021-2022 academic year.

At many universities in Turkey, students, whose native language is Turkish, are required to study English at preparatory school for their upcoming education in their departments and using English effectively. Most departments at the university that this study took place are 100% English-medium; therefore, it provides a preparatory programme to help students, who are non-native speakers of English, get ready for studying English in their departments. It also prepares them to utilize language skills to pursue their career goals as well as communicate in an effective way in their professional and social lives. To determine whether students are required to study at the prep class or not, the proficiency test is held at



the beginning of every academic year, and for the students who want to be exempt from studying at prep class for one academic year, the pass score is 65 for Turkish and English-medium departments, 85 for departments of English Language and Literature, and Interpretation and Translation. Those who cannot get the required grade need to study English at the prep class for an academic year; therefore, they take another test, namely, the placement test, whose aim is to place students to the relevant levels as such: Starter/Elementary, Pre-intermediate, or Intermediate. As of the new academic year, students receive 24 hours of English weekly. The courses they take are General English and skills-based, which are Integrated-Skills (IS), Reading (R), Writing (W), and Listening & Speaking (L&S) lessons. The programme consists of three tracks and each of these tracks lasts for 10 or 11 weeks over two semesters. There is also a seven-week-summer school option for those who fail to pass the prep class. The aim of the prep programme is to get the students to reach the level of B1. In other words, the exit level of the programme is at Intermediate level.

The course hour allocations of students at Pre-intermediate are as follows: 12 hours of Integrated-Skills, and four hours of Reading, Writing, and Listening & Speaking lessons. Students take two listening quizzes, two speaking quizzes, one midterm and one final exam in one track. The three components of midterm and final exams are; Use of English section in which grammar and vocabulary are tested, reading, and writing; these exams do not include listening and speaking parts as each of them are tested twice during the track via quizzes. The weighting of these assessment tools are as follows: 40% of final exam, 30% of midterm exam, 25% of quizzes (6.25% for each quiz), and 5% for IS Portfolio. Apart from these summative assessment (SA) tools, formative assessment (FA) tools are also implemented in Writing (W) and Listening & Speaking (L&S) lessons. The (FA) tasks are embedded in the curriculum and they are designed by the curriculum and material development unit of the preparatory school. That is, formative assessment (FA) tasks are included in the syllabus of respective courses and they are recommended to be done prior to the midterm and final exams, and speaking quizzes. To make it clear, students are expected to complete at least one FA writing task prior to the midterm exam, and one prior to the final exam. Likewise, one FA speaking task is to be done before the first Speaking Quiz, and one before the second Speaking Quiz. Unlike summative assessment (SA) tools, although FA tasks are embedded into the course syllabi, students are free to decide to do the FA tasks or not. Thus, depending on their own progress, they can be the decision-maker of their own unlike SA tools which itself act as a decision-making mechanism to determine whether a student passes or fails.

The main objectives of the L&S lessons in pre-intermediate level at this preparatory school are that students need to show basic ability to communicate information by using the elements they learn throughout the lesson within the limited number of areas; use basic strategies to understand texts with non-complex, short sentences about non-abstract concepts; and show an understanding of relatively short, simple and clear use of language to have conversations on familiar topics. The coursebook in use at that level is *Empower* Pre-intermediate. As for FA tasks, which are role-plays between two students, were designed by the Curriculum and Materials Development Office of the SoFL in line with topics in the speaking parts of the course book, and the tasks in the Speaking Quiz which was designed by the Testing and Assessment Office of the SoFL.

Since doing FA tasks is a voluntary process despite its being embedded in the course syllabi, the sampling was done on voluntary basis. The researcher was their instructor of L&S course for one track that would last almost ten weeks. The classes had been formed and assigned to the researcher by the SoFL coordinator before the study started. Participants from class were told to nominate themselves for the research. There were five students that nominated themselves for the study; however, since the expected number that was set in the beginning was four, the researcher had to select four of the five students by purposive sampling, which is, according to Fraenkel, et. al. 2012, based on personal judgment of investigators to select a sample. Therefore, after receiving some information about the nominees, the researcher used that knowledge to judge that four students could be the representative of whole population aforementioned. Those students chosen by the researcher aged between 18 and 20 and they had almost the same years of experience in learning English – ranging from 8 to 11 years. Their educational background was different from one another since some studied in private schools, while some studied in state schools and some in both. Another variety among those four students was about the use of oral English in their lives. One student uses English in his personal life once in order to talk to tourists upon his mother's insist; one student uses it online to read articles on economy – despite not understanding it fully; one student uses it to give direction to tourists; and one student has never spoken English either in class or out of the class. All these varieties were contributively beneficial for the enrichment of the data collected through multiple perspectives. The table below illustrates the demographic background information of the participants who are named with pseudonyms chosen by the participants themselves:

Table 1

*Demographic background information of the participants*

| Name    | Age | Gender | English learning experience | State or Private School |
|---------|-----|--------|-----------------------------|-------------------------|
| Mustafa | 18  | male   | 8 years                     | state                   |
| Mete    | 18  | male   | 11 years                    | both                    |
| Cenk    | 18  | male   | 9 years                     | both                    |
| Asu     | 20  | female | 9 years                     | state                   |

During the middle of the study, Mustafa stopped attending the lessons for personal reasons. As a result, three study participants are Asu, Cenk and Mete.

### 3.4. Data Collection Tools

In this study, data was collected through audio or video records of the role-plays of students, along with their self-evaluation forms; the observation form of the researcher; and interviews that were held three times with the participants. Each student as the case in the study was the site for data collection via various data collection tools.

Students in Pre-intermediate level were responsible for completing at least two formative assessment tasks, which were role-plays based on each unit covered in the syllabus of the respective level. The researcher shared all of the tasks including the self-evaluation forms and the evaluation criteria with the students at the beginning of the track and informed them about the process. Before the first speaking quiz which was held in week 5, students were expected to prepare at least 1 role-play for 2 or 3 minutes with a partner using the role cards and share the recorded dialogues and the self-evaluation forms with their teacher. Students were free to choose the units on which they needed to improve themselves and if needed, students were also free to prepare tasks for each unit for more practice. Upon listening to the respective recordings of each pair of students, the instructor gave written or oral individual feedback on student's speaking performance. While giving feedback, students' self-evaluation form was also taken into consideration to see if the students were aware of their own strengths or weaknesses so that the constructive feedback was given accordingly. The same process was applied for the second formative assessment implementation before the second speaking quiz that was held in week 9. Thus, students went through the same process of task completion and receiving feedback. All these recordings, self-evaluation forms including feedback provided

by the researcher were used as instruments to collect data about students' speaking performances.

The researcher observed the progress and behaviour of the students during lessons closely throughout the track which lasted ten weeks in order to draw a conclusion whether implementation of FA tasks would have an impact on their speaking skills in the speaking lessons. Tally sheets are devices that are used to record student behaviours (Fraenkel, et. al. 2012), for this purpose, in this study, to record the information of students' speaking, tally sheet was used while observing students. Thus, the researcher collected data systematically through observation. That is, the researcher acted as a participant observer and used her field notes that included both the behaviour of her students and her own reflection as well (Croker, 2009). For this purpose, the researcher also kept a journal to take detailed notes about each of her students taking place in this study to collect data with an emic perspective. The observation form and the journal provided researcher with detailed description of the participants' speaking performances, behaviours, weaknesses or strengths during their learning processes.

Besides these tools, three interviews were held with each student and they took place at the beginning, middle and end of the implementation of so that a deeper understanding about the impacts of FA implementation was gained. The semi-structured interviews were used in this study as the purpose was to obtain data directly from the interviewees about the implementation of formative tasks and its impact on themselves. Likewise, according to Kvale's (1996) definition, the semi-structured interview is "an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena" (p. 5). In other words, the researcher was able to ask open-ended questions to discuss the topics in detail. What is more, with the help of open-ended questions, the interviewees, or students, were encouraged to elaborate more on the question when needed by the researcher. For this reason, the researcher was careful about holding the interviews in the form of everyday conversation in a friendly manner so that data could be obtained thoroughly (Kvale, 1996). With the help of semi-structured interviews, the researcher was able to hear directly from the students about their experiences of learning, speaking, using English, and doing speaking FA tasks, and their general views about the whole process. Overall, by collecting data via these multi-model data collection tools, the purpose was to provide a credible description and answer the research question.

### 3.5. Data Collection Process

Data collection process started with the first interview as it was the session which enabled the researcher to gather specific information regarding each of her cases such as their educational background, English learning experience, English speaking experiences, tests and exams they took in English at middle and high school, their opinions on English lessons they had had so far, their perspectives of the grading system of speaking English, their opinions on the best way to learn to speak English, and general views on the assessment and evaluation of speaking English. The interview with each student was recorded and transcribed to be analysed.

Observation form and the journal of the researcher were used throughout the study. That is, the researcher started to collect specific data about each student by observing their behaviours in the class from week one. The observation form includes data in relation to the roles of the students in the activities and tasks during the lesson; their willingness to communicate in English and participate in lesson; communication in L1 or L2 with each other as well as with their teacher; the length of their speech in English; their feelings about/while speaking English; accuracy and fluency of their speech, and the use of complex grammar and vocabulary. Besides observing students' behaviours and feelings and collecting data on them, the researcher also wrote her own ideas and feelings on her journal in each and every L&S lesson, which enabled her to receive deep understanding about her cases' speaking skills.

The researcher used FA tasks that were embedded in the curriculum to collect data on students' speaking performances throughout one track at the prep class. The collection process of FA tasks and self-evaluation forms started in week 4, namely, just a week before the first speaking quiz. Students in pairs chose one unit that they needed to improve themselves more and recorded their role-play by acting out the role cards. Right after that, they filled in the self-evaluation forms individually – by listening to their own performance if needed. Then they sent it to their teacher who checked the items in the self-evaluation forms with two things in mind: (1): to see whether students were aware of their weak and strong sides regarding their speaking performances; (2): to ask them make necessary amendments in their speech or to give constructive feedback. Finally, students decided on an action point by themselves regarding their weakness to improve in the next speaking performance. The audio or video recordings were transcribed and the forms were collected for the data analysis process.

For the purpose of checking how the process of teaching and learning had been going, the second interview took place after the first speaking quiz. Since one of the principles of FA

was to adapt teaching in accordance with the learners' needs (Black and Wiliam, 1998), students were asked what they thought about the lessons they had taken, the tasks they had done, the feedback they had received, the self-evaluation they had made, and how the quiz they had had up to that point affected them; so as to understand whether they would change anything regarding the lessons or the tasks; whether they had started or would like to use oral English more in and outside class.

The data collection process ended with the third interview in which the researcher interviewed each of the cases for the sake of detecting how the whole process influenced them. The questions in the interview were about their thoughts and feelings on the L&S class of the relevant track; the way their speaking skills were assessed; the tasks and the feedback they received; the whole process of FA; their performances during the implementation process; their performances after doing the FA tasks; and they were also asked whether they had any recommendations regarding the whole process. Like the first interview, this one was also recorded and transcribed to be analysed to draw conclusions.

The data collection process can be observed in the table below:

Table 2

*Data Collection Process*

| <b>Name of the process</b> | <b>Date</b> | <b><i>Purpose and the activity</i></b>                                                                                                                                                                |
|----------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. First interview         | Week 1      | -Introducing the study to students<br>-Getting consent forms<br>-Gathering specific information about each case                                                                                       |
| 2. First FA implementation | Week 4      | -Giving tasks to students and telling them to choose one or more to perform their roles<br>-Collecting students' records of their role-plays, self-evaluation forms as evidence of their performances |
| 3. First feedback process  | Week 4      | -Providing each student with detailed feedback on their                                                                                                                                               |

|                                   |                |                                                                                                                                                                                                       |    |
|-----------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|                                   |                | first<br>performance                                                                                                                                                                                  | FA |
| 4.Second interview                | Week 6         | -Checking how the FA implementation was going to decide whether any amendments would be made or not                                                                                                   |    |
| 5.Second FA implementation        | Week 8         | -Giving tasks to students and telling them to choose one or more to perform their roles<br>-Collecting students' records of their role-plays, self-evaluation forms as evidence of their performances |    |
| 6.Second feedback process         | Week 8         | -Providing each student with detailed feedback on their second FA performance                                                                                                                         |    |
| 7.Third interview                 | Week 10        | -Gathering data on how the whole process affected students                                                                                                                                            |    |
| 8.Observation forms & Field notes | From week 1-10 | -Observing students to gather data on their behaviours, attitude and feelings during the lessons throughout the whole track                                                                           |    |

### 3.6. Data Analysis

The data analysis was done via thematic analysis method. To put it simply, this method is used to identify, organise, and offer insight to the themes in a systematic way (Braun & Clarke, 2012). With this method, the researcher was able to explore collective or shared meanings so that eventually it provides a meaningful answer to the research question (Braun & Clarke, 2012). As noted by Braun and Clarke (2012), plenty of patterns might be explored throughout the analysis and yet the aim is to determine the relevant one in accordance with the research question. While analysing the cases in the study, Braun and Clarke's (2012) six-phase

approach was used. The first phase is familiarizing myself with the data and in this phase, the textual data gathered from the interviews, observation notes, feedback forms of students will be read, and the audio or the video recordings were listened or watched to transcribe them. After highlighting the important parts that answer “How does this participant make sense of their experiences?, What assumptions do they make in interpreting their experience?, What kind of world is revealed through their accounts?” (Braun & Clarke, 2012 p.61), the second phase was initiated where initial codes were generated by summarising the content of the data descriptively. This phase also included my interpretations with the purpose of answering the research question. Data reading was continued in this phase as well to modify new codes. The third phase included searching for themes; in other words, the codes were transformed into themes so that they could represent “patterned response or meaning within the data set” (Braun & Clarke, 2012 p.63). Following this, the potential themes were reviewed by checking the quality of them. This phase required one more reading of the whole data. In the fifth phase, the themes were defined and named so that I would be able to define what was specific about each case of the study. Finally, the report was prepared by thoroughly writing about the analysis that was made.

The process can be better seen in the table below:

Table 3

*Braun and Clarke's (2012) six-phase approach to analyse data*

| <b>Phases</b>   | <b>Steps taken</b>                                                                                                                                |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. First Phase  | Getting familiar with the textual data gathered from the interviews, observation forms, field notes, self-evaluation forms and feedback processes |
| 2. Second phase | Summarising the content of the data descriptively to generate initial codes                                                                       |
| 3.Third phase   | Transforming codes into themes                                                                                                                    |
| 4.Fourth phase  | Reviewing potential themes and checking their quality                                                                                             |
| 5. Fifth phase  | Defining themes                                                                                                                                   |
| 6. Sixth phase  | Preparing the report                                                                                                                              |



### **3.7. Role of the Researcher / Validity and Trustworthiness of the Study**

Since this is a qualitative multiple case study, the researcher herself was the indispensable part of the data collection and analysis process. That is, she was the participant observer since she collected data from her own L&S class by observing students' behaviours and feelings, by interviewing them, by conducting the FA speaking tasks and giving feedback on their speaking performances, and by noting down all her ideas and thoughts throughout this longitudinal study. As Glesne (1991) mentions, understanding the research setting, its participants, and their behaviour is the main outcome of participant observation. Thus, the researcher as participant observer in this study had various roles and used a variety of tools to reach a deep understanding about the research question.

To ensure research validity and trustworthiness of the gathered and analysed data, one of the techniques that was employed in this study was peer debriefing (Guba & Lincoln, 1989). Peer debriefing is “the process of engaging with a disinterested”, and yet a critical person who will analyse the findings along with the researcher as well, discuss the results with a critical eye, posing questions to help the researcher evaluate her role in the study, create opportunities to look for and try the methodological steps (Guba & Lincoln, 1989). In this case, the “disinterested” peer was another researcher, the researcher's own academic advisor who -as Guba and Lincoln (1989) defines- has “no contractual interest” in the work of the researcher so that she can give necessary propositional insights in the course of data analysis (Guba & Lincoln, 1989).

Additionally, as Glesne (1991) states, time is a significant factor in terms of trustworthiness of data. That is, time spent at the research site is priceless since it helps the researcher to build intact relationships with the participants so that they can contribute to trustworthy data (Glesne, 1991). Therefore, the researcher as participant observer and the L&S instructor, had four hours each week in one track and she also held three semi-structured interviews that lasted from 30 to 45 minutes each. This way, participants were able to feel more comprehensive and frank about their ideas and feelings, which were all conducive to the study. What is more, as suggested by Glesne (1991), during the process of data collection, the transcripts could be shared with the respondents for their approval. Therefore, in this study, after the interviews were held, and the feedback was given, the participants were given the transcripts to read and identify if there were any irrelevant or misinterpreted parts. Last, identifying the limitations of the study is another way of demonstrating trustworthiness of data, which enables readers to understand the nature of it (Glesne, 1991). Therefore, at the end of

the study, the researcher detailed the limitations of the study for the readers and future researchers.



## CHAPTER IV

### RESULTS

The purpose of the current qualitative multiple case study research is to identify the impacts of formative assessment implementation on students' speaking skills at a prep class in the context of EFL at one of the foundation universities in Izmir. In this chapter, the results will be presented in detail to reveal some research findings. To converge and collect data from multiple sources, semi-structured interviews, the fieldnotes and observation form of the researcher, participants' self-evaluation and feedback forms, and transcriptions of their audio records were used in this longitudinal study. The findings will be outlined in accordance with each of the cases and each student participant is a research analysis unit who are given pseudonyms to protect their anonymity as follows: Asu, Cenk and Mete. Therefore, the titles in this chapter were devised with their pseudonyms and the data presented in this chapter will give a detailed description of the whole body of the collected and categorized data by delivering the themes of the study rather than the deep discussion of their analysis, which will be provided in the next chapter.

#### 4.1. Case 1, Asu

Asu is a 20-year-old female student that will study at the Faculty of Law after completing her education at preparatory class. She studied at state schools in her primary, middle and high school education years. She started learning English at 4<sup>th</sup> grade in primary school and continued learning at middle school as well. Her English was quite good during 7<sup>th</sup> and 8<sup>th</sup> grades at middle school due to the fact that there was the high school entrance exam and she was studying for the sake of this significant exam. She expressed that as she started high school, she lost her interest in learning English, which contributed to her failure at learning it as well:

*Asu: "My English was good back then since at grade 7 and 8, it was aimed at the exam. But then, I did not care about it when I started high school. It did not go well, so I could not learn it" (Answered in Turkish, translated into English) (1<sup>st</sup>-interview).*

As for using English outside school, she has never done it except few occasions, where for instance, she once used her phone in English; and she once told the tourists where they could get off the public transport. Additionally, she has never been abroad before in her life. Thus, schools were the only places where Asu was exposed to English. However, speaking

was the skill that was missing in this exposure. At 8<sup>th</sup> grade, for example, she generally took tests in English lessons and in high school, there was a written part in the exam, unlike the one in middle school, but there was no room for speaking in any of these tests. Apart from the tests, there was no feedback she received from the teachers, except for the negative attitude of them in the case of a very bad mark. Asu did those exams just to pass them and did not use the mark for her own benefit: *“I generally performed to be able to pass”* (Answered in Turkish, translated into English) (1<sup>st</sup>-interview). Besides the tests, Asu lacked speaking activities in class. However, she believed that the best way to learn to speak in English was to speak and listen to someone speaking it. She also expressed the importance of the speaking practice in class: *“I think speaking practice is important too”* (Answered in Turkish, translated into English) (1<sup>st</sup>-interview).

At prep class, she started from the elementary level in the first track and she was at Pre-intermediate level in the second track, that is, throughout the period that this study lasted. She attended in all the Listening and Speaking lessons with no absenteeism although attendance was not compulsory for this track due to Covid-19 precautions. She was a silent learner in the beginning and became more active as the class population decreased towards the end of the track. She was happy to be learning in a less crowded class since she had more chance to learn. She was friendly, liked having fun with her peers and helpful to her friends as well. In the first track, she completed only one of the tasks in formative assessment (FA) process in the Listening and Speaking lesson since it was a voluntary process and she did not do it more than once for no specific reason.

#### **4.1.1. Theme 1: Confidence**

Asu was initially too shy to speak not only with me but with her peers as well. She also seemed unwilling to participate in the lesson during the first two weeks of the track. Regarding her shyness, she expressed that it was part of her personality: *“When I am in a new circle of people, I feel a bit shy. Such a pointless characteristic of mine”* (Answered in Turkish, translated into English) (2<sup>nd</sup>-interview). Based on the field notes and tally sheet, Asu remained silent and seemed shy during the time period aforementioned. She showed a little willingness to communicate in English and participate in lesson. She did not start speaking unless I asked her to do so; however, her responses were short and her tone of voice was low. Her shyness once prevented her from performing one of the speaking tasks fully at the end of the first unit in the course book. It was a role-play in which she had to greet a friend and have a short conversation about themselves by telling each other what was new about themselves, etc. As

for her partner for this role-play, he was one of the late comer students who was very likely to miss majority of the classes throughout the week. Despite their efforts to act out the role, they could not achieve the task fully. Both skipped some of the prompts in their role cards which were about giving news such as moving house and getting a new job. Based on my observation, they were rushing to end their conversation, which was a really quick interaction including greeting and saying goodbye to each other. Asu was prone to finishing her speech quickly, which was possibly due to her shyness resulting from not knowing her role-play partner well enough. More to that, in another role-play task of unit two, she was working with another male student in the class who had been attending the lessons either late or less frequently. For this reason, he did not know much of the target language and he was not familiar with the topic either. Despite this, she encouraged him to do the speaking task by explaining what to say for his role. However, when I told them to role-play the situation after they got prepared, Asu was not willing to do it in front of the whole class despite using appropriate and accurate language relevant to her card: “1. *When is the first train to Manchester?* / 2. *How often are there trains to Manchester?* / 3. *How much are two adult tickets?* / 4. *Can I pay by card?* / 5. *Where can I leave my luggage?* / 6. *Where is the waiting room?*” Even though I guided her to ask some questions like number 2 and 5 as she had difficulty in forming the questions (she could not use ‘are there’ in question 2, and ‘can I’ in question 5), she did all the others and helped her partner to form his as well.

Although Asu conducted the first FA in week 4, she already started to show more willingness to participate in lesson since the third week of the track. Her willingness went on to increase gradually since the completion of the first FA, though. In week four, for instance, she raised her hand more than three times in one of the lessons and for the rest of the track, she rarely felt hesitation to raise her hand at any stages of the lesson. She started to sit next to one of the male students whose department was similar to hers and they started to get on really well. She became very talkative and responsive during almost all think-pair-share stages of the lessons. She seemed more comfortable towards me as well. Unlike the first week, she began to greet me in English as I entered the class and encourage her desk mate to speak in English more too. She never showed hesitation to perform role-plays in front of the whole class starting from week four. Despite writing down her speech prior to her speaking performance – she did this to feel safe and remember the things she would say and not to make mistakes: “*I feel safer. I could not figure out whether I am afraid of making mistakes or not. I also get excited when I speak, so I forget.*” (Answered in Turkish, translated into English) (2<sup>nd</sup>-interview) - she volunteered to act out her role most of the time. Some of the examples can be seen below:

Her role-play with her partner in week five, from unit four is as follows:

*Asu: Are you doing anything on Wednesday? Would you like to go for a coffee?*

Her partner: That sound great. I'll check. No, sorry, I can't do Wednesday. I'm going to school.

*Asu: OK, never mind. How about Thursday?*

Her partner: Sorry, I and my sister are going to shopping.

*Asu: OK. Are you doing anything on Friday?*

Her partner: Nothing, I can do Friday.

*Asu: Do you fancy going for a cinema?*

Her partner: That sounds great. How about meeting at 8 pm?

*Asu: OK, see you!*

Her partner: See you!

Her role-play with her partner in week seven, from unit nine is as follows:

*Asu: Good morning, who is calling please?*

Her partner: It's Alice Jones. I have an appointment but I want to cancel it. (Pause)

*Asu: OK, I will check. (Pause)*

Her partner: My appointment is at 4 pm next Thursday with George Thomas. (long pause – the teacher interrupts: Is 5 pm Thursday possible?)

*Asu: (Short hesitation) I'm sorry, George is only available today.*

Her partner: OK, I'm a bit busy today. Can I call you back?

*Asu: Can I take your message?*

Her partner: (conversation breaks here)

Asu's transformation was also very visible in one of the lessons in week seven. To get away from the routine and to help students practice speaking in a fun way, I brought taboo to the lesson. It was played in two groups and there were around 4 or five students in each group. I nominated Asu as the head of one group and I picked another female student that was too shy for the head of the opponent group. After they picked their team members, they started the game. Each person from a group was supposed to come in front of the whole class and describe as many words as possible without using the taboo words in one minute. Asu volunteered and

she seemed comfortable while playing the game. Although she could describe one word only – as she used a taboo word while playing – she seemed like she was having fun, which was far from being shy.

Besides the data based on my field notes, Asu also expressed her transformation in the interviews. She mentioned that her peers tended to make mistakes while speaking, so this realisation helped her to overcome her shyness as well. Besides, she believed that she made less mistakes compared to the first weeks of the track:

Asu: *“When there are less people in class, and I saw that my friends are also making mistakes, I feel more comfortable.”*

Researcher: “So you speak more comfortably with a smaller group of people?”

Asu: “Yes.”

Researcher: “Do you think this can be reflected on your real life?”

Asu: *“Yes, I do. I feel more comfortable. Because I make less mistakes compared to the beginning of the track, I feel more comfortable”* (Answered in Turkish, translated into English) (2<sup>nd</sup>-interview).

When it comes to the formative assessment (FA) processes, she asked her desk mate to act out the role play together. He was actually not very willing to do it, but after Asu asked and encouraged him to do it together, he agreed and they did it. She sounded like she was having fun while doing it and they were joking about each other’s mistakes, especially pronunciation mistakes, after doing the task. There was no glimpse of shyness in her performance. She also indicated how comfortable she was while doing it: *“As it was something that I am used to doing, I was more comfortable.”* (Answered in Turkish, translated into English) (2<sup>nd</sup>-interview). In the last interview, she was asked if she became more willing to speak English and felt more comfortable and confident towards speaking, and she replied in the affirmative. It appears that she got used to not only her class mates but her teacher as well, she learnt English and strategies to make less mistakes, and came to realization that her peers also made mistakes. The number of the students decreasing in the class was also effective. All of the abovementioned reasons contributed to overcome her shyness.

#### 4.1.2. Theme 2: Awareness through Feedback

Awareness via delivery of feedback is another theme that was identified in Asu's case. Feedback was the part of the FA process, but besides FA process, I also provided Asu with feedback for several purposes like verifying what she did right, correcting her response when she made errors, flagging her error to let her identify her mistake, etc. depending on her needs in lessons throughout the track. For the FA process, self-evaluation forms were filled by the participant student and then the researcher teacher filled it as well for the reasons of giving further and detailed feedback on her performance and guiding her to realize her weaknesses or strengths. Asu's self-evaluation forms were showing that she had some awareness about them. In the first FA process in which she completed the FA task of unit 1, she evaluated herself as it can be seen in the figure below:

|                                                             | Student |   |  | Teacher |   |  |
|-------------------------------------------------------------|---------|---|--|---------|---|--|
|                                                             |         |   |  |         |   |  |
| 1. I followed the prompts of my role correctly.             | ✓       |   |  | ✓       |   |  |
| 2. I had a meaningful communication with my partner.        | ✓       |   |  | ✓       |   |  |
| 3. I did not need much help to keep the conversation going. | ✓       |   |  | ✓       |   |  |
| 4. I spoke without long pauses.                             |         | ✓ |  |         | ✓ |  |
| 5. I used most grammar structures correctly.                | ✓       |   |  | ✓       |   |  |
| 6. I used different words/phrases to complete the task.     |         | ✓ |  | ✓       |   |  |
| 7. I used most words/phrases correctly.                     | ✓       |   |  | ✓       |   |  |
| 8. My pronunciation was mostly clear and correct.           |         | ✓ |  |         | ✓ |  |

Figure 4. Asu's Self-evaluation Form for FA1 Speaking Task Unit 1

Except item 6 that was about using different words/phrases to complete the task, I checked the same items as Asu on the feedback form. It seemed Asu was not sure about it; however, when I listened to her performance, she used appropriate range of phrases. The task required greeting, showing interest, and ending the conversation as follows:



### Formative Assessment Task – Unit 1

#### Option 1

#### Student A

You are at a party with friends. You want to meet new people. Start a conversation with someone you do not know.

- Say hello.
- Say who you are.
- Introduce yourself:
  - talk about your job/department
  - talk about your hobbies
  - give some personal information (age, family, etc.)
- Listen to what your new friend says and respond/show interest.
- End the conversation.

#### Student B

You are at a party with friends. There is someone you do not know and s/he wants to start a conversation with you.

- Say hello.
- Listen to what your new friend says and respond/show interest.
- Say who you are.
- Introduce yourself:
  - talk about your job/department
  - talk about your hobbies
  - give some personal information (age, family, etc.)
- End the conversation.

Figure 5. FA Task – Unit 1/Option 1

In her speech, Asu had the “Student B” card. She followed all the prompts and had a meaningful conversation with her partner:

Her partner: Hi.

Asu: *Hi.*

Her partner & Asu (*simultaneously*): Her partner: How are you? Asu: What’s your name?

Her partner: My name is U.

Asu: *My name is Asu. How are you?*

Her partner: Fine, thank you.

Asu: *I am fine ben de. (laughs)*

Her partner: How are you? How about you? How about you?

Asu: *I’m fine thank you.*

Her partner: What is your department?

Asu: *My department is law.*

Her partner: Great! Awesome!

Asu: *What's your department?*

Her partner: My department is law. What is your hobby? What is your favourite hobby?

Asu: *My favourite hobby is reading book.*

Her partner: Oh, that's awesome.

Asu: *What's your favourite hobby?*

Her partner: My favourite hobby is computer games.

Asu: *Great. How old are you?*

Her partner: I'm 19 years old. Do you have a brother or sister?

Asu: *I have a brother. You?*

Her partner: You are very lucky girl. I am only child.

Asu: *Where you living?*

Her partner: In İzmir, you?

Asu: *Me too.*

Her partner: Okay, nice to meet you.

Asu: *Nice to meet you. See you.*

Her partner: See you bye bye.

During the feedback process, after I told her that she used appropriate range of words/phrases to complete the task, I asked her thoughts about her own performance. She highlighted that she had some problems with her pronunciation. Upon this, I specifically asked which word she had difficulty in pronouncing and she was not sure exactly which word it was. Thus, I said it was the word “*department*” despite the fact that it was not one of the target words; however, its level was A2, so I had expected her to know it, that was why, I advised her to check its correct pronunciation from an online dictionary and she did. Following this feedback, based on the field notes, she used her phone in almost all lessons in order to look up either the meaning or the pronunciation of the words from online dictionaries.

As for the second FA process, the form she filled can be seen below:

|                                                             | Student |   |   | Teacher |   |   |
|-------------------------------------------------------------|---------|---|---|---------|---|---|
|                                                             | 😊       | 😐 | ? | 😊       | 😐 | ? |
| 1. I followed the prompts of my role correctly.             | 😊       |   |   |         | ✓ |   |
| 2. I had a meaningful communication with my partner.        | 😊       |   |   | ✓       |   |   |
| 3. I did not need much help to keep the conversation going. | 😊       |   |   | ✓       |   |   |
| 4. I spoke without long pauses.                             | 😊       |   |   | ✓       |   |   |
| 5. I used most grammar structures correctly.                | 😊       |   |   | ✓       |   |   |
| 6. I used different words/phrases to complete the task.     | 😊       |   |   |         | ✓ |   |
| 7. I used most words/phrases correctly.                     | 😊       |   |   | ✓       |   |   |
| 8. My pronunciation was mostly clear and correct.           | 😊       |   |   | ✓       |   |   |

Figure 6. Asu's Self-evaluation Form for FA2 Speaking Task Unit 9

(She used the emoticons instead of the tick symbol on the form.) This time, Asu and I had two different items (items 1 and 6) checked in the form which were about following the prompts of the role correctly and using different words/phrases to complete the task. The prompt she skipped in the role-card was read as such: "Ask if Ms Anderson has got the caller's number" and with regards to this prompt, she only asked "Can you tell me your full name and number please?". Although this did not impede the meaning in the dialogue she had with her partner, she did not ask the required question that the prompt signalled that was supposed to be "Has Ms Anderson got your phone number?". When asked about the reason why she skipped this prompt during the oral feedback session, Asu explained that she had forgotten to ask it since she had not taken any notes while getting prepared for her role. She also mentioned in the interview that she realised what was missing in her performance while listening to her own performance to evaluate herself: "Teacher, sometimes I became aware after I had already uttered a sentence, I know it is not right, but there is nothing to do" (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview). There was also another prompt she skipped: "Tell the caller that Ms Anderson will call her back", and Asu only said "Okay, thanks. I will give your message to her." She again expressed that she had forgotten to say it; therefore, I told her how she could say it correctly: "Ms Anderson will call you back/I will tell Ms Anderson to call you back".

For the task of Unit 7, which was a conversation between a doctor and a patient, she had almost similar issues, that is, since she had not taken any notes while getting prepared for her role, she may have not remembered what to say and when to say while having a conversation, which led her to skip and got confused with some of the prompts in her role-card. Additionally, she had a vocabulary mistake which she was not aware of. To make it clear, she used the verb “apply” with pills:

Her partner: I will write some pills, you should use them.

Asu: “*Okay, how often should I apply?*”

I hinted the verb to her while I was giving feedback to her and she explained that she used it because she wanted to use a new word that she had just learnt. However, she was not sure whether it was used with pills or not. Following this explanation of Asu, I gave some examples on the use of the verb. She marked the difference and said that she should have used the verb “take” in this context.

Regarding the aforementioned feedback processes Asu went through, her remarks in the interviews showed that Asu benefitted from the delivery of feedback from her teacher since they were awareness-raising. More to that, she expressed that she liked being approved by her teacher after she completed a task. She also mentioned she could identify her mistakes via feedback, which prepared her for the speaking quiz. When asked whether she would have performed the same in the speaking quiz if she had not performed the FA tasks, Asu indicated that she would have showed a similar performance due to the fact that she did the identical exercises in the lesson and received feedback from the teacher again. This also showed she benefitted from the feedback not only during the FA process but during the lessons as well. She held the belief that without the feedback, she would have felt incomplete: “*Feedback affect the speaking skills well, but they are especially effective for the quizzes. I mean I cannot imagine what would happen now if I had not done feedback. It definitely affects positively*” (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview).

Asu also stated that the feedback she received from her peer in the last interview was helpful for her. In spite of the fact that there was no peer feedback form nor I encouraged them to give peer feedback, this occurred naturally while Asu and her partner were working together: “*I do not know the pronunciation of certain words, or I just cannot say them at the moment of speaking. At that moment, it had a great impact on me when someone helps me. I can say ‘headache’ right now, for example*” (Answered in Turkish, translated into English)

(3<sup>rd</sup>-interview). She thought that correcting one another while and after doing the tasks was very effective.

#### **4.1.3. Theme 3: Opportunity to Practice Speaking More and Belief in Improvement and Progress**

Regarding the best way to learn to speak English, Asu mentioned at the very beginning of the track that it was practicing speaking in class. Likewise, at the end of the track when she was asked about advice to give herself with regards to improving her speaking skills, she expressed she could speak more:

Researcher: “Do you have any recommendations to yourself in terms of your speaking skills? What do you think you should or shouldn’t do to make it better?”

Asu: *“I think too much before speaking. I think it is unnecessary, so I can lessen it.”*

Researcher: “So, what can you do for this?”

Asu: *“For this, I can think simple, read books in English, and I can speak more”*  
(Asked and answered in Turkish, translated into English) (3<sup>rd</sup>-interview).

Moreover, when asked about her decision regarding doing the FA speaking tasks in the upcoming track, Asu gave an affirmative answer since she believed working with a friend and doing role-plays in English improved her. The biggest reason for this decision was because it helped her to succeed in speaking English, which was also the biggest change she realised about herself after completing the FA process. Making mistakes did not make her nervous since she knew she could speak and speaking in a continuum led to improvement.

Based on the field notes and the interviews, Asu improved her speaking skills by setting a goal herself. That is, until week five, Asu had the habit of writing her speech even if it was a sentence that was meant to be an answer for the listening comprehension question. As for the role-plays, she was writing the whole dialogue prior to acting it out. Her first FA task, for instance, was so mechanic that it sounded like reading a text rather than acting out a situation. She approved that in the second interview as well: *“I look a lot when I write. Then, it is not speaking.”* (Answered in Turkish, translated into English) (2<sup>nd</sup>-interview). She was also aware of the fact that in the quiz she would not be allowed to write before speaking. For these reasons, after the first FA process, and around week six, she stopped writing. That was indeed a decision she took herself: *I know. I will try not to do it”* (Answered in Turkish,

translated into English) (2<sup>nd</sup>-interview). In the second FA process, she did not write her dialogue, yet this caused her to skip or confuse some of the given prompts in her role-card. There was no break in communication, though, and the dialogue was still meaningful. Throughout the rest of the track, I observed her looking at her role-card, putting her pencil away, and struggling to utter English sentences simultaneously. When asked about the most important factor that played a role in taking such a decision and created that kind of challenge for herself, she mentioned that it was related to the improvement she had shown up to that point: *“Teacher, the biggest factor is because I have improved in terms of learning. That is, my level of English in the first speaking quiz was different from now”* (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview). Her quiz results were in alignment with what she had said as she received 80 from the first, 90 from the second speaking quiz.

In addition to data described above, it was also revealed that Asu found FA speaking tasks and the process were very similar to the speaking practices we normally did in class. That being the case, FA speaking tasks gave her an extra opportunity to practice speaking with a friend outside the class. When asked about the most beneficial part of FA implementation in the third interview, Asu explained that making a dialogue with a partner was very beneficial in terms of speaking quiz grades and improving her speaking skills. She also added that doing FA tasks affected her well since they improved her speaking skills, especially her pronunciation and using certain phrases accurately. The biggest factor was working with a friend and peer feedback:

Researcher: How do you think doing all those tasks affected your general performance?

Asu: *“I think it affected well. And I also think it improved my speaking skill. My pronunciation, being able to use phrases.”*

Researcher: What is the biggest factor in this improvement?

Asu: *“I think working with a partner is very effective, correcting each other”* (Asked and answered in Turkish, translated into English) (3<sup>rd</sup>-interview).

#### **4.1.4. Theme 4: Improvement**

Asu’s educational history revealed that she had no experience in doing speaking activities in class, taking speaking tests, or receiving feedback on her speaking performance at primary, middle and high school. She started to engage with them since the beginning of her education at the prep class at university. As for the FA tasks, she did only one task in the previous track. That being the case, Asu found the tasks that were done at the end of every unit

and FA speaking tasks that were done twice during a track very beneficial since it led her to gain familiarity with the speaking quiz. This theme was identified in the second and third interviews. When asked whether FA implementation was a miscellaneous and unfamiliar process, Asu expressed that FA speaking tasks resembled to speaking exercises that were done in class, and this helped her to feel relief since ultimately, they all prepared her for the speaking quiz. She also added that FA process was like a mock speaking quiz: *“It was like doing a pre-exercise for the speaking quiz”* (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview). FA tasks paved the way for studying more, which lessened the anxiety of feeling unfamiliar with the quiz, therefore, Asu felt more confident and less anxious in the speaking quiz: *“I was excited in the first quiz, but more confident in the second one in general”* (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview).

The feeling of familiarity apparently led to an increase in her quiz results. To make it clear, her grade from the first speaking quiz that was held in week 4 was 80, and the grade she received from the second one was 90. As her teacher, I observed that she studied hard to do her best both in the quiz and in the lesson, participated all the lessons throughout the track, usually attempted to produce long speeches as possible despite having grammar inaccuracies, was eager to correct herself after realizing her mistakes, and developed a confidence in speaking. During the first weeks of the track, she tended to give quick and short answers to the questions; however, towards the end of the track, she was better at extending her answers. As an example, in one of the lessons in week 9, I gave students topic cards and asked them to speak for about a minute. Asu’s cards were read as such: “How different are you now from yourself in high school?”, and “Do you think you are an honest person? Why/Why not? and Have you ever lied? If yes, what was it?” and Asu’s response to the first topic card was as follows: *“I was very shy in high school but now I’m not shy. I didn’t like study but now I study.”* Her response to the second topic card was as follows: *“Yes, I usually because I hate lie. My exam mark is 65 but I said to my mother my exam mark is 70”*. Her speech included some grammar errors, but even so, in terms of the length of the sentences and her hesitation while speaking, she showed progress. In the same vein, when her language use in the first speaking quiz was compared to the one in the second speaking quiz, it can be said that she hesitated less and made less grammar mistakes in the second speaking quiz. Her first quiz result was 80, and the role-play she acted out was good in terms of task achievement, using accurate grammar structures including very few errors, range of vocabulary appropriate to the level; and yet, she had some hesitations. Her speech can be read as follows: *“Hello. Could you tell me how often the trains leave from London? / OK, what time do Manchester train leave?”*

/ How much is the ticket? / Thank you. [pause] Can I buy...pay by card? / One more thing, er... where [pause] where can I drink...have coffee? / Thank you, have a good day.” In the first task, though, compared to the second task in which she acted out a role, she had more grammar mistakes as can be seen in the following: “I go...went to Muğla with my friend last week...last summer. I went to...I stayed in my friend home. She studying Muğla. I went to Marmaris and Datça. I went swimming and scuba diving.” Besides this, to a question like “How did you spend time?”, she responded: “I stayed for 3 days”. As for the second speaking quiz from which she got 90, the role-play she acted out was relatively much better than the first one in as it included no grammar or vocabulary errors, and she had almost no hesitation: “Hello, this is Asu, how can I help you? / I’m sorry, he’s not in the office. / Can I take a message? / Who’s speaking? / OK, what’s your phone number, please? / I’m sorry, I can’t hear you. Can you repeat that please? / OK, I’ll give your message to him. He’ll call you back. / You’re welcome.” As seen above, in the second speaking quiz, she had no grammar mistakes and she did not have any hesitations or pauses in her speech. Based on this, it can be said that, her language use improved significantly with the help of FA implementation.

#### 4.2. Case 2, Cenk

Cenk is an 18-year-old male student that will study at the department of Architecture after completing his education at preparatory class. His education history includes both state and private schools. That is, he studied at state schools as he was a primary and middle school student, yet his high school and university were private schools. He has been learning English since 4<sup>th</sup>, but he did not have much interest towards it back then and his grades were always lower than other lessons. His English teachers changed a lot during those years and he did not learn much: “We had one teacher at middle school, he was giving us the exam’s answers before the exam. He said the ones who study would pass, learning is not important at all” (Answered in Turkish, translated into English) (1<sup>st</sup>-interview). When he was in high school, he did not have any English lessons at 12<sup>th</sup> grade as it was omitted from the curriculum due to the preparations for the university entrance exam. Before that, he used to have some native teachers; however, he communicated in L1 with them. He had almost no experience in speaking English in lessons. “I generally did not speak because I knew I couldn’t speak” (Answered in Turkish, translated into English) (1<sup>st</sup>-interview). Despite this, he believed that if he had taken active part in a speaking club at high school, he could have improved himself: “There was a club. I would like to join it because the ones who joined improved their English” (Answered in Turkish, translated into English) (1<sup>st</sup>-interview). The reason why he did not join



it was because the registration for the club was supposed to be done at the beginning of the term and since Cenk was new to the high school, he was trying to get used to it. He also saw that some students in the club had already taken proficiency exams like PET or FCE and become successful. He observed that the ones who continued to participate in the club became very fluent in English; however, his English was only limited to the lessons.

As for using English outside school in his daily life, he has never communicated in English. He once went abroad but it was Cyprus, so he used his L1 there. He also attended a language course in summer but he did not benefit from it much. It was just for getting placed at a better class when he was studying at high school; however, he was not so sure about its effectiveness. To make it clear, he started the course from A1 level and during the course, he felt like he was revising the subjects he learnt in the middle school. He did not believe that it was very effective for several reasons. As one of the reasons, he mentioned that the teacher of the course was a Turk. As for another reason, he gave that one level in one month was being completed. He also added that since it was a summer course, the class was a mix group of students among which he was the youngest. For these given reasons, he did not believe that the course was a beneficial one. He also never took any spoken tests either at primary or high school. His teachers sometimes gave feedback on the tests both to the whole class and individually; however, he did not pay attention to them, so he did not benefit from them. More to that, he had exam anxiety. He expressed negative feelings about exams saying that he got very low marks from English exams.

Cenk started studying from the Pre-intermediate level at prep class. However, he failed the first track and he had to repeat the same level during the second track. Although he participated in almost all the lessons in the first track, and his average grade was 61 until the final exam, since he got 51 from the final exam, he could not pass the track. His grade he got from the writing part was 40, and he believed he could have been more successful if he had done a little better in vocabulary and writing parts in the final exam. He was surprised when he first learnt that he failed since he was active and he was sure that he was learning.

As for this track, he participated in all the Listening and Speaking lessons with no absenteeism although attendance was not compulsory for this track due to Covid-19 precautions. He was generally talkative and had a positive attitude towards the lessons. He was a friendly student who had a good rapport with almost everyone in the class including me. In the previous track, he did the tasks in the FA process, but he did not use the self-evaluation forms, so it was not a fully accomplished FA implementation. That is why, it can be assumed

that he took part in FA speaking implementation for the first time at the prep class. The reason why he did not use those forms was related to the online education and timing issues. That is to say, for some classes during the online education, pacing was a serious issue; therefore, some teachers assigned FA tasks during the class time as an in-class speaking activity. That was how Cenk did one of the FA tasks in the class. As for the second FA task in the first FA process, Cenk could not meet the deadline that was set by his teacher, so he did not do the tasks thinking that he was too late. However, during the second FA process, he did two tasks and sent the recordings to his teacher, but not the self-evaluation forms due to the fact that he did not know how they could be of help to him because he had never received such detailed feedback from his speaking performance before.

#### 4.2.1. Theme 1: Confidence

According to the data received from the interviews and the field notes, Cenk was a student with exam anxiety. He expressed negative feelings towards English exams and his grades. His lowest marks in middle school was in English, which -interestingly, he still remembers- was 35. He had never studied for the exams since he was always sure to get the lowest mark and as he said he always got the lowest mark in the end:

Cenk: *“I was generally afraid of exams. I always knew that I would get a low mark, so my lowest mark always belonged to English. I remember I got 35 at middle school. It was my lowest mark during middle school”* (Answered in Turkish, translated into English) (1<sup>st</sup>-interview).

Based on my field notes, during the oral feedback session with Cenk, he seemed tense and unhappy unlike his general positive attitude. As mentioned before, he might have felt demotivated a little due to my direct and corrective feedback, but it might have depended on the fact that he had exam anxiety: *“I was nervous while I was getting the speaking quiz. Because I don’t know what will happen, I don’t know what I will do”* (Answered in Turkish, translated into English) (1<sup>st</sup>-interview). When asked about how doing FA tasks affected his performance in the speaking quiz, he mentioned that it made him more nervous: *“I can say that it makes me more nervous. I got more nervous because it raised the expectations”* (Answered in Turkish, translated into English) (1<sup>st</sup>-interview). However, after the second FA process in which he completed both of the tasks, his attitude was much more different from the previous process. He seemed to have positive feelings, and unlike his unusual attitude towards the quiz, for the first time throughout the track I heard him saying *“I will get 100 from*

*the quiz*” to his friends in the lesson. To approve what I had heard in the lesson, I also asked about his thoughts on his second speaking quiz results and he explained that he spoke very confidently in the quiz. He did not pause a lot to think about what he was going to say. He was ready for it. He studied a lot for the units that would be tested before the quiz. That is, FA tasks might have helped him to relieve his stress before the quiz providing him with a chance to prepare for it. Moreover, when asked about the reason why he performed much better while doing the second FA tasks, he stated that it might have been related to his increasing self-confidence:

Researcher: In which one do you think you performed better: the first or the second FA process?

Cenk: *The second.*

Researcher: Why do you think it was the second one?

Cenk: *Maybe my self-confidence increased* (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview).

#### **4.2.2. Theme 2: Awareness through Feedback**

Raising awareness was the major theme that was identified in Cenk’s case. When asked about whether he used the exam results for the sake of improving himself more, Cenk indicated that in high school, he benefitted from the feedback he received from his teachers to a small extend; however, since he did not want to get engaged with it a lot, he could not find it useful: “*Our teacher was generally giving feedback both individually and to the whole class telling where our mistakes were. It helped a little, but as I was not interested in it a lot, I did not benefit from it*” (Answered in Turkish, translated into English) (1<sup>st</sup>-interview). He knew that feedback would help him back then.

During the lessons, Cenk was responding to feedback positively most of the time. He generally listened to it actively, and there was an attempt to correct himself most of the time he spoke. In one of the lessons in week 2, he volunteered to act out a role-play with his partner from unit 1 (which one was about greeting a friend that you have not seen for a long time), and after they completed their performance, I gave them positive feedback. Then I asked them to record it and share it with the whole class. For this purpose, I recommended using our class’s MS Teams, which had been actively used since the start of online education due to Covid-19. It was still in use for several reasons. For instance, lecturers would share materials with the

whole class so that students who may have missed the class for health issues could find the necessary documents or materials of the relevant lesson. Lecturers also used it to make announcements or send reminders of the important dates or tasks. I was sending regular reminders about the FA process, for example. By that way I could ensure that every student in the class did not miss a thing. Furthermore, I sometimes asked students to share their tasks so that it could be a sample for the whole class. This was the case with Cenk. His role-play with his partner was so lively and good for a start of the track that I asked them to share it on MS Teams so that his classmates could benefit from it; that is, the ones who missed the class could find out what the first unit's objective was. When Cenk was told that it was a good sample for a start of a track, he seemed to have positive feelings and he did it enthusiastically. After they recorded and shared it, at the beginning of the following lesson, to have a quick revision of the unit, I played it in the class so that the ones who were not present in the lesson would be able to catch up with the unit, and the ones who were present would be able to remember the relevant unit. After listening to the recording, Cenk claimed that he had some mistakes. However, he did not indicate which part included mistakes. For this reason, I projected their conversation on the board and underlined the problematic parts and let the whole class correct them first. For the parts that could not be identified by the class, I clarified them and Cenk was listening attentively. Since this lesson, Cenk's behaviour changed in a much more positive way since he started to ask if I wanted him to record and share a role-play with the whole class saying that he would love to. That was why, he was always willing to do the role-plays and participate in the lesson almost all the time.

Despite Cenk's positive attitude and willingness to participate in the speaking activities, while I was giving feedback on his performance during the first FA implementation process in which he picked "Formative Assessment Task – Unit 4", I observed that he seemed unsatisfied with the task he did. When asked why he thought and felt like that, and what his mistakes exactly were, he hesitated to say them clearly but he said that he could not ask proper questions in English. That was one of the things I also observed in his performance in which he asked such questions: "*Which time?, Which time busy for?*". Besides, I also observed that there were some breaks in communication since they had difficulty in negotiating on a day to meet; he had a pronunciation mistake with the word "*busy*"; and he used wrong prepositions with time expressions like "*on 10, on 4 pm*". However, seeing that Cenk was unable to identify these problems, and checking his self-evaluation form, I gave corrective and direct feedback on all the missing points and mistaken parts in his performance that can be seen below:

Cenk: *Hi Z., how are you?*

His partner: Hi Cenk, I'm fine. Long time no see. How are you too?

Cenk: *Yees, long time no see. I'm fine. Would you like to come round for a drink coffee?*

His partner: Yes, I want to do... I want to drink coffee with you.

Cenk: *How about on Saturday?*

His partner: Saturday, I'm busy, actually I'm busy on Saturday but I have a free time on Saturday.

Cenk: *Err... Which time?*

His partner: Err...

Cenk: *Which time busy for?*

His partner: 10 am. 1 pm. in my free time and 4 pm. and 5 pm. in my free time too.

Cenk: *Okay. [pause] I... err... I am busy on 10 to 12 pm, but I am free on 4 pm to 5 pm. Is that OK for you?*

His partner: Yes, I am okay. Would you like to go in Alsancak?

Cenk: *Okay for me. Would you like me to bring anything?*

His partner: No, thanks.

Cenk: *Okay, see you on Saturday.*

His partner: See you on Saturday.

|                                                             | Student |   |   | Teacher |   |   |
|-------------------------------------------------------------|---------|---|---|---------|---|---|
|                                                             |         |   |   |         |   |   |
| 1. I followed the prompts of my role correctly.             | ✓       |   |   | ✓       |   |   |
| 2. I had a meaningful communication with my partner.        |         | ✓ |   | ✓       |   |   |
| 3. I did not need much help to keep the conversation going. |         |   | ✓ | ✓       |   |   |
| 4. I spoke without long pauses.                             |         |   | ✓ |         |   | ✓ |
| 5. I used most grammar structures correctly.                |         | ✓ |   |         | ✓ |   |
| 6. I used different words/phrases to complete the task.     |         |   | ✓ |         | ✓ |   |
| 7. I used most words/phrases correctly.                     |         | ✓ |   |         | ✓ |   |
| 8. My pronunciation was mostly clear and correct.           | ✓       |   |   |         | ✓ |   |

Figure 7. Cenk's Self-evaluation Form for FA1 Speaking Task Unit 4

There was some discrepancy between Cenk's evaluation and mine, which were items 2, 3, 6, and 8. To start with item 2, unlike Cenk, I thought he had a meaningful communication with his partner since he invited his partner for a coffee and by checking their schedule, they decided to meet on Saturday in Alsancak. Thus, in the feedback process, I told Cenk that this was fine. For item 3, Cenk thought he needed help with it, so I asked the reason for this choice. He responded he was unable to figure out what to say while looking at the schedule. However, unlike his choice, I thought it was also fine because he was able to maintain communication without any guidance from his partner. As for the 6<sup>th</sup> item in which I thought he was a little too harsh on himself, our evaluations differed from each other. While he checked the question mark meaning he needed help with that, I thought he could do it, but not so easily. The reason was due to the question forms as he also mentioned in the feedback process. Upon this, I pointed out the different phrases he used like *"long time no see"*, and *"how about on Saturday"*. As for the question forms, when I asked him which questions he was unable to form, he did not say which ones. That being the reason, I pointed at the questions *"Which time / Which time busy for"* and suggested him that he could have asked *"are you free on ..."*. The final discrepancy was with the 8<sup>th</sup> item in which he considered he pronounced all the words easily and correctly. In the feedback process, I told him that he had one word he mispronounced. He was not aware of it, so I said it explicitly, which was *"busy"*. For the items

4, 5, and 7, Cenk and I had no discrepancies. For item 4, he was aware that he spoke with long pauses and it was because the schedule was difficult to understand. However, for item 5, besides the question forms he was unable to ask, he did not have awareness about the wrong prepositions he used “on 4 pm to 5 pm”. I reminded him to use “at” while giving time and suggested using “from 4 pm to 5 pm”, or “between 4 pm and 5pm” in his speech. To make it short, although they reached the goal that was agreeing on a time and day to meet, they struggled to negotiate and had some grammatical errors that hindered communication (like “Which time / Which time busy for”, not being able to ask “are you free on ...”, using wrong prepositions “on 4 pm to 5 pm), pronunciation mistakes (mispronunciation of the word “busy”), and breaks in communication (because negotiation to decide on a day was problematic). Upon all this feedback I provided orally, Cenk seemed much more upset, which was a very unlikely mood for him. When asked whether corrective feedback caused him to have negative feelings in the interview, he answered in the affirmative. Yet, he also emphasised that he really needed it for the sake of his own improvement. He expressed it was necessary for his speaking performance for the fact that he cannot identify what exactly his mistakes were, therefore, he needed some guidance, which was my feedback in that case.

Researcher: You said you got upset when you receive feedback. Would you like to receive feedback despite this? Would you like me to continue telling you what mistakes you made or would you like to identify them by yourself by listening to it again and again until you realize them?

Cenk: “No, I would not identify them, it is better when you say it. I listened to my performance at that day (he referred to his performance that was given in Figure 6.) but we couldn’t find it. My partner couldn’t find all the mistakes either. That was why, if it weren’t for you, we couldn’t have corrected our mistakes” (Asked and answered in Turkish, translated into English) (2<sup>nd</sup>-interview).

In addition to his ideas that reflected that feedback was quite necessary for his improvement, he added that he would continue doing FA in the next track saying that feedback was the biggest factor behind this motive as he could identify his mistakes. In other words, he was aware that he was able to benefit from feedback:

Researcher: Are you going to continue doing those tasks in the upcoming track?

Cenk: “Yes, definitely.”

Researcher: Why? What is the biggest reason?

Cenk: *Because it provides me with feedback, so that I can find where my mistakes are. I could note these mistakes not to repeat them in the following performance, but I do not regularly look at them, I mean I go through them but I do not consider them as a cause. But they are beneficial, I didn't make any mistakes while asking questions in the second task, for example*" (Asked and answered in Turkish, translated into English) (3<sup>rd</sup>-interview).

Apart from awareness raising feedback, Cenk was also aware of his own weaknesses and strengths. This was identified in the interview when he was asked about which of the FA processes was better. He replied that it he was much better in the second FA process. Based on my observation notes and his performances in FA tasks, in terms of use of language, task achievement, and maintaining communication and fluency, Cenk performed much better in the second FA process and he was aware of this. He had only few errors in grammar and punctuation but they did not impede the meaning of the conversation. His feedback forms showed that he was aware of the mistakes he made. For the FA task unit 7, he seemed to be too critical towards himself, though.



|                                                             | Student |  |  | Teacher |  |  |
|-------------------------------------------------------------|---------|--|--|---------|--|--|
|                                                             |         |  |  |         |  |  |
| 1. I followed the prompts of my role correctly.             |         |  |  |         |  |  |
| 2. I had a meaningful communication with my partner.        |         |  |  |         |  |  |
| 3. I did not need much help to keep the conversation going. |         |  |  |         |  |  |
| 4. I spoke without long pauses.                             |         |  |  |         |  |  |
| 5. I used most grammar structures correctly.                |         |  |  |         |  |  |
| 6. I used different words/phrases to complete the task.     |         |  |  |         |  |  |
| 7. I used most words/phrases correctly.                     |         |  |  |         |  |  |
| 8. My pronunciation was mostly clear and correct.           |         |  |  |         |  |  |

Figure 8. Cenk's Self-evaluation Form for FA2 Speaking Tasks Unit 7

As seen in Figure 8, there was some discrepancy between our evaluations, which were items 2 and 4. For item 2, Cenk was not sure about having a meaningful communication and speaking without long pauses. He indeed had a meaningful conversation without giving long pauses; therefore, during the feedback session, I asked him about the reason of this choice during the oral feedback session. He replied vaguely. There was no certain answer to this choice. What I considered about this was that in his first performance, he might have thought he did it well; however, upon getting feedback from me, he realized he was not that good. Therefore, he felt bad and this may have made him to think that he made mistakes he could not identify. As for the other items, using most grammar structures correctly, and pronunciation was mostly clear and correct, he had few problems like mispronunciation of the word “*extremely*”, wrong tense like “*I’m extremely tired for five days*”, wrong verb form like “*I have take some pills*”, and omission of a linking word where necessary like “*I have a headache, runny nose*”. However, although in the feedback form, he identified certain areas in which he had problems, he had difficulty in finding out the accurate forms. That was why, I guided him by asking him questions, giving options to choose, leading him to online dictionary, and sometimes by directly saying the correct answer.

|                                                             | Student |   |   | Teacher |   |   |
|-------------------------------------------------------------|---------|---|---|---------|---|---|
|                                                             | 😊       | 😐 | ? | 😊       | 😐 | ? |
| 1. I followed the prompts of my role correctly.             | 😊       |   |   | ✓       |   |   |
| 2. I had a meaningful communication with my partner.        | 😊       |   |   | ✓       |   |   |
| 3. I did not need much help to keep the conversation going. | 😊       |   |   | ✓       |   |   |
| 4. I spoke without long pauses.                             | 😊       |   |   | ✓       |   |   |
| 5. I used most grammar structures correctly.                |         | 😐 |   |         | ✓ |   |
| 6. I used different words/phrases to complete the task.     | 😊       |   |   | ✓       |   |   |
| 7. I used most words/phrases correctly.                     | 😊       |   |   | ✓       |   |   |
| 8. My pronunciation was mostly clear and correct.           | 😊       |   |   | ✓       |   |   |

Figure 9. Cenk's Self-evaluation Form for FA2 Speaking Tasks Unit 9

In Figure 9, it can be seen that Cenk and I had no discrepancy and the only problematic area we both checked was item 5, which was using most grammar structures correctly. He again checked this item as he believed that he made a grammar mistake; however, when asked to show which portion of his speech included it, he could not give a definite answer. Upon this, I showed the sentence that included the mistake “*Is there any other question?*” and told him that he made a pluralisation/singularisation mistake, he attempted to correct it and he was successful after few trials.

As Cenk indicated, if he had not been part of a FA implementation process, he would not been like the way he was now. He stated that he did the tasks in the previous track; however, he did not use the feedback forms. He only received oral feedback from the teacher, and as they were not written systematically, he tended to forget it. That way why, he was not aware of the mistakes as he was now and that became possible when he filled the feedback forms and received both written and oral feedback. Self-evaluation and feedback from the teacher helped him to raise his awareness. To add more, he also stated that becoming more active was one of the transformations that he realized about himself at the end of the whole process.

### 4.2.3. Theme 3: Fun and Creativity

As a student with a positive attitude, Cenk found FA process fun. In the first interview, Cenk stated that his favourite speaking activity was the speaking club in high school; however, he had never joined it. Interestingly, he said that the ones who joined it improved their speaking skills. Despite knowing that speaking club is both fun and helpful for improving speaking skills, he did not join it. It was due to experiencing adaptation problems back then. That is to say, the registration for the club was supposed to be done at the beginning of the term and since Cenk was new to the high school, he was trying to get used to it. He also saw that some students in the club had already taken proficiency exams like PET or FCE and become successful. However, he felt that he was not one of them. He observed that the ones who continued to participate in the club became very fluent in English; however, his English was only limited to the lessons. Based on my observation notes, Cenk was active, having fun while doing the role-plays after each unit, especially while adding a joke or something from himself to the role, he liked turning the roles into enjoyable activities. In the second FA implementation, for the role play of unit 9, he added a little detail to their conversation and told me that he added it because it became funnier that way. They decided to add that the caller was an agent from CIA. Even though it was a trivial addition, they had fun while doing it. Although it was his partner's speech, it was Cenk who made his partner say it:

Cenk: *Alooo!*

His partner: Hi.

Cenk: *This is Ms. Anderson secretary speaking. How can I help you?*

His partner: I would like to speak to Ms. Anderson, please.

Cenk: *Could you hold on a second, please?*

His partner: Okay, I'm waiting.

Cenk: *I am afraid she is not available at the moment. She isn't here now.*

His partner: Can Ms. Anderson call me back please? Because we will talk about important things.

Cenk: *Excuse me, who is calling?*

His partner: This is B. speaking from "CIA".

Cenk: *I am sorry, I didn't catch that. Could you repeat that again, please?*

His partner: I'm B., from CIA.

Cenk: *Has she got your phone number?*

His partner: No, she hasn't my number.

Cenk: *Okay, what is your number?*

His partner: I'm saying: 250 12 00.

Cenk: *Okay, she will call you back. Is there any other question?*

His partner: No, that's all. Thank you.

Cenk: *You are welcome.*

His partner: See you.

Cenk: *See you. Have a nice day.*

Cenk expressed his feelings in the interview that doing FA tasks was enjoyable for them. He could improvise with his friends while doing the tasks and he liked doing it. When asked about his most favourite part of the whole process, he stated that he liked working with a peer to produce a conversation most:

Researcher: Which part was your favourite?

Cenk: *"The one we prepared, the part we prepared our dialogue"* (Asked and answered in Turkish, translated into English) (2<sup>nd</sup>-interview).

Additionally, regarding the hour allocation of the Listening and Speaking lessons, he reflected that having four hours in a week was enough, but it could have been more fun to receive more listening and speaking lessons. However, he was aware that it would mean less hours for the other lessons (which were integrated skills, reading, and writing), so he found the hour allocation appropriate.

#### **4.2.4. Theme 4: Transfer of Skills to Real Life**

Cenk's background revealed that he had never been abroad except Cyprus, so he had never communicated in English in a foreign country. When asked about his views on speaking quizzes, Cenk also indicated that they were preparing him for the real life. Likewise, doing FA tasks was a pre-preparation for the quizzes. Therefore, FA implementation somewhat prepares him for the real life as well. He explained by exemplifying the conversation between a doctor and a patient where the doctor was supposed to give some advice to the patient that was describing his health issues. He said that he was feeling secure now that he learnt how to talk to a doctor about a health problem. His dialogue from a doctor and patient conversation

showing that Cenk could communicate his problems as a patient to a doctor from the FA process is as follows:

His partner: Hello.

*Cenk: Hello doctor.*

His partner: What is your problem?

*Cenk: My throat hurts.*

His partner: When does this problem starts?

*Cenk: I'm extremely tired for five days.*

His partner: OK. Where does it hurts?

*Cenk: This area hurts.*

His partner: Can I have a look?

*Cenk: Yes, sure.*

His partner: What does other symptoms?

*Cenk: I have a headache, runny nose. I can't get to sleep.*

His partner: Are you taking anything for the pain?

*Cenk: Yes, I have take some pills, but it didn't help me.*

His partner: OK, I really don't think it is anything to worry about. You probably cold.

*Cenk: What a relief!*

His partner: But you should having a rest, taking pills, drinking herbal tea, and some take vitamins.

*Cenk: OK, I will do what you say.*

His partner: I will call back for some tests.

*Cenk: Thank you doctor. Have a nice day.*

His partner: Get well soon.

With the FA task, Cenk was provided with the opportunity to transfer skills to real life. He practiced a real-life like situation and he was tested in the speaking quiz, as a result he feels ready and confident to use it in case he goes abroad and experiences a similar situation there now that his speech improved. His speaking quiz results might provide evidence for this improvement as well. Cenk was repeating the same level this track and he partially became a part of the FA implementation in the previous track. His quiz results in the first track were 60

and 50; that is, he did not show any progress when these grades were taken into consideration. However, this track, his grades increased sharply. To make it clear, while Cenk's first speaking quiz result was 60, he got 100 from the second speaking quiz. His speech from the second speaking quiz is as follows: *"Hi./What's your problem?/When does it start this problem?/5 days, very long time. Where does it hurt?/Can I have a look?/I really don't think there is anything to worry about. Are you taking any medicine for the pain?/Do you have any allergies?/I will write a prescription for you and you will make a few tests. You must use three times a day this cream. If this cream didn't help you, you can go another doctor./See you."* His speech had few errors which did not hinder understanding or block communication.

#### **4.3. Case 3, Mete**

Mete started studying from the Pre-intermediate level at prep class. That is, he was repeating the same level during the second track. He did not participate every Listening and Speaking lesson throughout the track due to his exam anxiety. That is, he did not attend any of the classes during the midterm and the final exam weeks. In the first FA process, he did one of the options that FA task – Unit 1 included and filled in the self-evaluation form. After receiving oral feedback from me, he immediately decided to do the second option that FA task – Unit 1 included with his peer in order to receive immediate feedback and to see if he had shown progress. In the second FA process, he only received written feedback from me since he was absent in the lesson and he was offline on MS Teams, as a result of which he missed the chance of receiving oral feedback from me. In general, he was an enthusiastic learner. He always tried to speak English in the lessons. Sometimes, in the breaks between the lessons, he brought his grammar book and asked me some questions that he had problems with. He was an ambitious student that liked to play games in the class and he always volunteered himself first when we played games or did some fun activities in class. In the previous track, he did not take part in FA implementation as he was not interested in at all. Despite joining the classes, he did not focus on the lessons in the first track -which was online due to Covid-19- as much as he did in this track.

After completing his education at preparatory class, Mete would study at the department of Psychology. His education history includes both state and private schools. To make it clear, he went to a state school as a primary school student, but he studied the 5<sup>th</sup> grade at a private school. His middle and high school were state schools as well. He has been learning English since the 2<sup>nd</sup> grade, and since he studied at a private school at grade 5, he had more intense English lessons. He also studied at a prep class for a year at the Anatolian High School.

Thus, compared to the other participants in this study, Mete had relatively closer relationship with English. However, he failed the first track and had to repeat the same level this track. This might have been related to the fact that he paid almost no interest in the lessons in the first track believing that he had already learnt everything previously. His average mark was 64, though. If it had been 65, he would have been able to pass the track successfully. It might have also been related to the online education, that is, he might have had little motivation to join the lessons actively in an online platform.

At primary school, his English was good as he was studious back then. However, at grade 8, he stopped studying English due to the high school entrance exams. Therefore, he forgot most of the things he had learnt. At high school, the lessons he took included some speaking activities and he communicated in English with his teachers as well, which was indeed one of his favourite ways of improving his English. Additionally, he had both written and spoken exams; however, he always felt anxious and his anxiety always started a week before the exams took place. Different from the other participants of this study, Mete had a performance grade. That is, he did not only receive marks from the exams, but he also received a mark from the class participation. He believed that not relying on exams for receiving marks was good, so he liked the performance marks: *“I think assessing students speaking skills by relying on a grade is nonsense because this would worry children and cause them to feel anxious”* (Answered in Turkish, translated into English) (1<sup>st</sup>-interview).

Moreover, Mete is from Marmaris, a touristic region in the west of Turkey, which is why, he had some experience to communicate in English with tourists on holidays. He has never been abroad, except for the small island placed across his hometown; however, he did not communicate with foreigners there. He has some foreign friends on social media with whom he communicates via texts or messages, and he also watches TV series with English subtitles believing that it can help him to improve his accent.

#### **4.3.1. Theme 1: Confidence**

As a student with exam and speaking anxiety, Mete did not attend the lessons in the midterm and final exam weeks. He even did not respond to the written feedback during the second FA process as there was the final exam a few days later. Although he seemed very active, willing to speak English, and happy to be learning English during most of the lessons, he never joined classes during the exam weeks. When asked about the best way to evaluate students' speaking performances, he expressed himself by suggesting that playing games could

be useful since exams made students nervous. He thought that exam-oriented way of evaluation was not sensible at all. Therefore, for Mete FA implementation was a beneficial process in terms of boosting his confidence. Upon experiencing the first FA process and then having the first quiz, he stated that his anxiety started to decrease: *“it is difficult to speak to a foreigner in Turkey, so it provided me with speaking to my friends. I saw that I have an aptitude for English. So, my confidence became evident”* (Answered in Turkish, translated into English) (2<sup>nd</sup>-interview).

Apart from his statements regarding his increasing confidence, based on my field notes, it was also identified that while speaking in lessons especially when he attempted to produce long speeches, Mete sometimes got nervous, which caused him to make identical mistakes or lose the control of his speech. At one time, for instance, in one of the lessons during week 3, pairs were practicing the speaking task at the end of unit 2 and I told the class to listen to their friends' role-plays and pay attention to the target language so that they could give feedback on the errors that they heard. Both to encourage them to give feedback and to draw their attention to the errors in the target structure, I was writing some sentences including errors on the board so that I also ensured everyone could find out what the problem was. Mete was very attentive and careful during this stage of the lesson since he was able to recognize especially the grammar errors in the sentences and correct them. For example, he corrected the auxiliary verb in the following sentence: “Could you tell me where does the trains leave?” by saying that because “*trains*” was plural, the auxiliary must be “*do*”. However, while performing his own role-play, he made an identical mistake, for instance, he said “*What time the next train to London*”, and when I asked if this question was accurate, his peer corrected it by adding the verb “*is*”, and Mete realized it was missing right after that and told me he got very excited while speaking, that was why, he did not realize that he had not used the verb. Thus, he made grammar mistakes while speaking due to his speaking anxiety despite knowing grammar rules. This was also interesting, though, since in the first interview he stated that if he were a teacher and tested the speaking skills of his students, testing grammar would be enough to evaluate them. As a student with exam anxiety, though, he also stated that he would test his students' speaking skills while playing games so that they would not feel nervous. From his thought and from the example given above, it can be deduced that anxiety might have blocked Mete causing him to make grammar mistakes while speaking.

Mete's overall reflection on the process was positive in terms of his self-confidence. The biggest transformation he realized after the whole FA process was his increasing



confidence in himself while speaking English. When asked about how this affected his speaking skills in the quiz, he responded that the role-plays he did in the FA process were almost similar to the ones in the quiz, which made him feel less anxious:

*Mete: The role-plays we did were really similar to the quiz. I had the chance to get familiar with it. That means I did not feel out of the quiz while doing it.*

Researcher: Did it help you to improve your speaking skills?

*Mete: Yes, I used to have pauses like er... while I was speaking, I think it eliminated those kind of things a bit. And my confidence increased more (Asked and answered in Turkish, translated into English) (3<sup>rd</sup>-interview).*

Having less hesitations while speaking, Mete felt more confident in the quiz as FA process provided him with the feeling of familiarity with the quiz which resulted in higher marks. That is, he received 90 and 100 from the speaking quizzes this track. When the role-play performances were compared in the first and the second quiz, it can be said that he sounded more confident and this also affected his task achievement. To make it clear, he forgot to ask the name of the person he greeted as according to the role card, he was supposed to greet the person. His speech included the following: “Hi. / My name is Mert and I am 19 years old. Where do you study? / I’m just studying in ... university. How about you? / That’s cool. Are you single? / Have you got a child? / No, not yet. How about your interests? Would you like to go anywhere? / Me too, but I’m hurry up. I’m very late. Maybe we can drink coffee another day. / Nice to meet you bye”. He sounded excited and he directly asked “where do you study” before asking his partner’s name. In the second speaking quiz, he sounded more confident, though. He completed the task fully, leaving nothing behind: “Hi. / What’s the problem? / When did this problem start? / Where does it hurt? / Can I have a look? / Are you taking anything for the pain? / Do you have any allergies? / You should have a test and I’m writing a prescription for you, for the cream. You should use three times a day. We can meet next week again.” This might show that the more he got confident, the better he performed as being confident might be related to completing the tasks fully for Mete. He believed that he owed getting a high mark from the quiz to his confidence since he was not anxious at all during the quiz, which affected his language skills as well.

### 4.3.2. Theme 2: Awareness through Feedback

Mete valued feedback a lot as he saw it as a way to become aware of his strengths and weaknesses. To start, the data gathered from the first interview showed that Mete found getting a mark from exams only was not enough for students to be evaluated fairly and it made them nervous. That was why, he enjoyed the performance mark that he had when he was at high school. At prep class, students do not receive performance marks. Lecturers teaching Listening and Speaking classes are only in charge of the formative assessment process besides teaching. Likewise, in quizzes, they are assigned with a different class from the ones they teach for the sake of rater-reliability. Thus, students are not given any marks by their own teachers. Mete also added that getting a mark did not have any influence on participating the lesson more. However, he thought that it could create awareness towards his weaknesses and strengths. Thus, he reflected his need for feedback for the sake of improving himself.

Additionally, with regards to his favourite part in FA process, he indicated that it was receiving feedback from me since via feedback he benefitted a lot. Without it, it would not have been possible to know what was wrong or right. Through feedback, he was able to dwell on the error, which paved the way for gaining awareness for his weakness.

|                                                             | Student |   |   | Teacher |   |   |
|-------------------------------------------------------------|---------|---|---|---------|---|---|
|                                                             | 😊       | 😐 | ? | 😊       | 😐 | ? |
| 1. I followed the prompts of my role correctly.             | ✓       |   |   | ✓       |   |   |
| 2. I had a meaningful communication with my partner.        | ✓       |   |   |         | ✓ |   |
| 3. I did not need much help to keep the conversation going. |         | ✓ |   | ✓       |   |   |
| 4. I spoke without long pauses.                             |         | ✓ |   | ✓       |   |   |
| 5. I used most grammar structures correctly.                | ✓       |   |   | ✓       |   |   |
| 6. I used different words/phrases to complete the task.     | ✓       |   |   | ✓       |   |   |
| 7. I used most words/phrases correctly.                     | ✓       |   |   | ✓       |   |   |
| 8. My pronunciation was mostly clear and correct.           |         | ✓ |   |         | ✓ |   |

Figure 10. Mete's Self-evaluation Form for FA1 Speaking Tasks Unit 1/Option 1

In the figure above, it can be seen that there were some discrepancies between Mete's and my evaluation of his first performance in the first FA process. The items we marked differently were 2, 3, and 4. When I first looked at his self-evaluation form, I thought he may have been too critical of his performance with regards to items 3 and 4 since he was able to maintain his speech during his performance, and there were no pauses that broke his speech. However, in terms of item 2, he was satisfied with having a meaningful communication with his peer, whereas I thought their performance was more like a monologue, which lacked interaction:

His partner: Hi.

*Mete: Hi.*

His partner: My name is M.M.. My department is Economy at Yaşar University. My hobbies are sleeping and playing basketball. I'm 18 years old. I'm from Burdur but I was born and raised in Denizli. I have a sister.

*Mete: That's cool. I'm Mete. I'm at ... University. My department is Psychology, but I haven't got a job. My hobbies are hang out with my friends and watching move. I don't like horror move. I'm 19 year old. I have a one brother. Yes.*

His partner: Okay Mete, that's good. Nice to meet you.

*Mete: Nice to meet you too.*

When I mentioned this problem, Mete responded positively by saying that I was right, he did not interact with his peer. He even stated that he thought of the same thing after he listened to their own performance. He said he did not ask any questions to his peer, rather than that he just waited for him to finish his speech so that he could talk. Upon this, they immediately decided to do the 2<sup>nd</sup> option and it was much better considering interaction. As for the other item -item 8-showing the problematic area, I asked which word he mispronounced and he could not say exactly. He only said that he knew he was unable to say words correctly in general, that was why he checked item 8 as the way he did. That being the case, I pointed out the word "move" and I wrote the "movie" next to the word "move" in order to ask him the difference between the two. After seeing these two words, he quickly realised the problem and he said he mispronounced the word "movie". His next performance for unit 1 was much better in terms of having a mutual interactive conversation where they asked and answered each other's questions to have a meaningful conversation:

His partner: Hi.

*Mete: Hi.*

His partner: I saw you near the window.

*Mete: Is that M.? Is it you?*

His partner: Yes, I'm M.. What do you do?

*Mete: I'm..er..I have a toy store in the shopping centre. How about you?*

His partner: I'm working for a big company. I travel a lot for work. Are you married?

*Mete: Yes, I'm married and I have a two kids. Their names is Uzay and Melodi.*

His partner: I'm engaged by the way.

*Mete: That's cool.*

His partner: Where are you living these days?

*Mete: I'm living in Karşıyaka but I'm thinking about moving house.*

His partner: Oh, that's good. It was nice to see you.

*Mete: Yes, it was so good.*

His partner: Okay, bye.

*Mete: Bye.*

Despite acting out immediately both to correct his mistake he did in the first option and to receive feedback from me again, Mete did not fill a self-evaluation form for the second option of the task of unit 1. I made him listen to his performance and asked him about his thoughts on it. He responded that it was much better. I agreed and I pointed out few grammar errors he had: “*a two kids*”, “*Their names is*”. He was satisfied with his performance and the feedback in the end overall. Moreover, although the action plan he set after getting feedback from me at the end of the first task was using clear and correct pronunciation, he paid much more attention to having a meaningful and mutual conversation with his friend, asking questions, responding to his friend's questions and showing interest. In this regard, he reached his goal since his second performance with his friend was more interactive. This shows that he was

able to benefit from the feedback I gave and used it for his own improvement in his next performance. However, there was one issue that he might have ignored by mistake, which was the use of article with “two kids” (“*a two kids*”). In his previous speech, he did the identical mistake, “*a one brother*” and although I gave feedback on the use of articles in the first feedback stage, he did the same in the second FA option again. This also shows that he might have been able to focus on one thing at a time despite receiving the feedback.

In the 2<sup>nd</sup> FA process, Mete worked with a different peer and he picked unit 7, which was a conversation between a doctor and a patient and Mete was the patient:

(Knocking)

His partner: Come on.

Mete: *Hi.*

His partner: What’s the problem?

Mete: My throat hurts.

His partner: When did this problem start?

Mete: For five days.

His partner: Where does it hurt?

Mete: *This area.*

His partner: Can I touch?

Mete: *Sure.*

His partner: What are the other symptoms?

Mete: *I have a headache, runny nose.*

His partner: Mmm.. okay, can you sleeping well?

Mete: *No, I can’t.*

His partner: Have you taken anything for the pain?

Mete: *I have taking some pills, but they haven’t helped me.*

His partner: I think it isn't important, you probably a call.

Mete: *Oh, thank you I'm relieved.*

His partner: I recommend having a rest, taking pills, drinking herbal tea and vitamins.

Mete: *Okay, I will take.*

His partner: Come back in one weeks for test.

Mete: *Okay, I will come.*

|                                                             | Student                                                                           |                                                                                    |                                                                                     | Teacher                                                                             |                                                                                     |                                                                                     |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                             |  |  |  |  |  |  |
| 1. I followed the prompts of my role correctly.             | ✓                                                                                 |                                                                                    |                                                                                     | ✓                                                                                   |                                                                                     |                                                                                     |
| 2. I had a meaningful communication with my partner.        | ✓                                                                                 |                                                                                    |                                                                                     | ✓                                                                                   |                                                                                     |                                                                                     |
| 3. I did not need much help to keep the conversation going. | ✓                                                                                 |                                                                                    |                                                                                     | ✓                                                                                   |                                                                                     |                                                                                     |
| 4. I spoke without long pauses.                             | ✓                                                                                 |                                                                                    |                                                                                     | ✓                                                                                   |                                                                                     |                                                                                     |
| 5. I used most grammar structures correctly.                | ✓                                                                                 |                                                                                    |                                                                                     |                                                                                     |                                                                                     | ✓                                                                                   |
| 6. I used different words/phrases to complete the task.     | ✓                                                                                 |                                                                                    |                                                                                     | ✓                                                                                   |                                                                                     |                                                                                     |
| 7. I used most words/phrases correctly.                     |                                                                                   | ✓                                                                                  |                                                                                     | ✓                                                                                   |                                                                                     |                                                                                     |
| 8. My pronunciation was mostly clear and correct.           | ✓                                                                                 |                                                                                    |                                                                                     |                                                                                     |                                                                                     | ✓                                                                                   |

Figure 11. Mete's Self-evaluation Form for FA2 Speaking Tasks Unit 7

In the figure above, some discrepancy might be detected between Mete's and my evaluation of his performance, which were items 5, 7, and 8. However, as it was the final exam week, Mete was not present in the lessons, and he did not respond to me on MS Teams either. That was why, I could only give him a written feedback and send my notes to him from the MS Teams. I wrote his speech and signalled his pronunciation mistakes and advised him to look up the words by using an online dictionary for the correct pronunciations: "throat/hurts", "noise" and "relieved". I also highlighted the grammar mistakes he had. For instance, instead of saying "For five days" for such a question "When did it start?", saying "5 days ago" might

be more appropriate; and I have only written that the verb form in “*I have taking some pills*” was wrong.

Another finding showed that Mete did not take part in FA implementation in the first track as he was not interested at all. He revealed his satisfaction for being a part of it this track: “*I did not do it in the previous track. As a matter of fact, I was not interested. But this track, when I did it, I saw that it affected my points. I also saw that it affected me in terms of my own improvement*” (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview). To make it clear, after getting through FA implementation, Mete expressed that he got higher marks, namely, he got 90 from the first quiz, and 100 from the second quiz. However, he got 60 from both of the quizzes in the first track. To make it more clear, his speech in the first quiz was as follows: “*Hi./My name is Mete and I am 19 years old. Where do you study?/I’m just studying in ... University. How about you?/That’s cool. Are you single?/Have you got a child?/No, not yet. How about your interests? Would you like to go anywhere?/Me too, but I’m hurry up. I’m very late. Maybe we can drink coffee another day./Nice to meet you, bye.*” It seems that he used all the prompts on his role card and had a meaningful communication for meeting someone for the first time on a social occasion. Despite few errors like “I’m hurry up”, or although he forgot to ask the name of the person he was interacting with, his overall performance was appropriate for his level. As for the second speaking quiz, his speech went like this: “*Hi./What’s the problem?/When did this problem start?/Where does it hurt?/Can I have a look?/Are you taking anything for the pain?/Do you have any allergies?/You should have a test. And I’m writing a prescription for you, for the cream. You should use three times a day. We can meet next week again.*” This time, he had almost no mistakes in his speech. Apparently, at the end of the FA implementation, he showed improvement.

In terms of improving himself more, when asked about suggestions he had for himself, he mentioned the significance of speaking more by pointing out that FA was one of the ways that paved the way for speaking and improving himself more:

Researcher: Do you have any suggestions for yourself in terms of improving your speaking skills?

Mete: *Well, teacher, I like being fluent while speaking, so I used to prioritise grammar before, but now, fluency is more important for communicating, grammar is not at all. So, I want to carry it to the upper level.*

Researcher: What do you think you can do for this?

Mete: *I think speaking with foreigners, or speaking all the time, watching movies or so on might have an impact.*

Researcher: Do you think FA also might be a contributing factor?

Mete: *Yes sure teacher, speaking, I mean, speaking in the lesson means FA* (Asked and answered in Turkish, translated into English) (3<sup>rd</sup>-interview).

From his reflections above, it can be understood that FA might have enabled him to improve his speaking skills.

Moreover, his belief in the whole implementation process was positive in that doing tasks outside class enabled him to receive feedback from the teacher. He mentioned the effectiveness of the timely feedback: *“We generally did studies outside class with M. and B. (his peers’ names are not given for anonymity), and your feedback was important for us to realize our mistakes. Whenever we sent it to you, you provided feedback to us to see our mistakes”* (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview). He also expressed his gratitude about receiving feedback when asked about the most beneficial part of FA process: *“Your giving feedback teacher, it was worth that you worked so hard. We normally speak but we do not know what was right or wrong, so we could not know if we do not realize the mistake”* (Answered in Turkish, translated into English) (3<sup>rd</sup>-interview).

For the aforementioned reasons, Mete claimed that he would continue doing FA tasks in the following track. FA tasks provided him with an opportunity to refresh his English, since he believed that unless he did not study or use English, he would forget it. He would also continue doing it because he knew that it would help him to continue improving himself and raising his awareness towards his own development.

#### **4.3.3. Theme 3: Fun and Transfer of Skills to Real Life**

One of the themes that was identified in Mete’s case was that he found role-playing with a peer prior to quizzes a fun activity to do by which way he gained awareness for the fact that he could make use of it some day when he goes abroad. When asked about his favourite part of FA process, he replied that it was role-plays: *“I think my favourite parts are role-plays. Because in role-plays, we act like we are doing it abroad, so we become conscious. That’s why, I like it. It is fun, I do it with my own friends”* (Answered in Turkish, translated into English) (2<sup>nd</sup>-interview). During the first FA process, for instance, he said that he would like to do both options provided in Unit 1’s tasks because they were kind of real-life situations. He



showed a lot enthusiasm towards it. For the same reason, he also did the task of unit 2, but he did not fill a feedback form for it, so he only received oral feedback. As for the task of unit 2, he stated that it was fun to read from a timetable of a bus station. After doing it, he said they had a lot of fun trying to understand the timetable, finding out the right question to ask for the required information, it was like they were at a real bus station.

#### 4.3.4. Theme 4: Fluency and Opportunity to Communicate in English

Based on the field notes, Mete was usually very willing to make most of the speaking tasks and activities throughout the track. He always raised his hand to respond to any questions that I asked during the lessons. When compared to his classmates, he used English to communicate with the teacher more often. He was enthusiastic about using new structures and he never hesitated to attempt to produce long speeches despite having some inaccuracies and use of L1 when got stuck. As an example, in the listening part of the lesson, after watching the video and responding to questions about it, he responded *“I think Annie’s best friend, Leo didn’t like his present and arkadaşlığını kesti”*. Besides use of L1 when getting stuck, he tended to utter wrong forms of words while speaking as follows: *“I think they can **fastly** work and Tina can go home and Annie, pardon, Rachel can go with Annie”*. In his attempts to speak fluently, he was making mistakes. Despite these problems, his advice to himself was still speaking fluently no matter how many mistakes he was doing. Therefore, in order to achieve this goal, he stated that he would need to speak to foreigners or speak English continuously. As this was the case, FA implementation might well have been one of the things that could lead him towards his goal.

Furthermore, it was identified that Mete had the habit of writing what he was going to say before he started speaking no matter what the aim or type of the speaking was: the warm-up stage of the lesson, in listening comprehension questions, in speaking exercises, role-plays, FA tasks, etc. When asked about the reason of this behaviour, he stated that he would do it in order not to forget what he would say. He added that unless he wrote the things he would say, hesitation started and thus, he failed to speak fluently. In week 9, in one of the lessons when I made him speak without taking any notes, his speech was full of grammar and vocabulary mistakes. The sentences were difficult to understand due to the inaccuracies they included, yet still, he did not hesitate at the time of speaking, which reminded me what he said in the second interview that maintaining communication was more important than using accurate grammar while speaking. The topic he was supposed to talk was a sport that he liked watching and his speech was as follows: *“I like watching tennis but I don’t like playing it. I like playing bet in*

*tennis. I earn lot of, in the same, I lost very very big. I like watching tennis but*” and continued in L1. I gave another topic card and he was supposed to talk about something he was avoiding those days and he said: “*I am avoiding **fastly** driving at the moment because I’m scared of driving **fastly** but in amusement park, in aqua park, it doesn’t matter*”. Interestingly, Mete repeated the identical mistake he made during one of the lessons in the 6th week, which was the adverb “*fastly*”. Although I gave corrective feedback when he said it for the first time, he kept making the same mistake in form. It seems that receiving feedback on his fossilised mistake may not have contributed to correcting himself. With regard to this fossilized mistake issue, in the last interview I asked him about the action plans he wrote after the FA process. I asked if he took it into consideration while doing the next FA tasks and he stated that it was always in his mind but he did not have a look at it on purpose before acting out his role-play for the FA process. He added that he may have made mistakes because of not ignoring his action plan, but because of the fact that the mistake he made was kind of a fossilized one; he had learnt it that way and he was inclined to say or make that mistake. Upon this, I directed my next question to him in order to learn if he thought setting goals and following them would have an impact on his speaking skills. He answered that it would definitely be of a great help but making mistakes would never end as it was part of learning.

## CHAPTER V

### DISCUSSION, CONCLUSION AND IMPLICATIONS

#### 5.1. Discussion

The purpose of the present study is to examine the impact of formative assessment (FA) implementation on English preparatory class students' speaking skills at a foundation university in Izmir, Turkey. In this vein, this chapter presents a discussion of findings in relation to the previous studies in the field, conclusion and implications for researchers, teachers, and institutions.

Based on the current research findings of this qualitative multiple case study, it can be said that FA implementation in a Listening and Speaking lesson throughout a track, which lasted roughly for 10 weeks, affected students' speaking skills in several ways. First and foremost, students built confidence in speaking English. They also benefitted from feedback in terms of raising their awareness towards where they were in their progress. It was also identified that FA provided him more opportunity to practice speaking English and have fun while doing so. Last but not least, FA implementation resulted in improvement.

As far as confidence is concerned, it seems that every case seemed to have changes in their attitudes after FA implementation. The findings of data also revealed that every case in the study had been assessed through written exams and they had very little or no experience of speaking either in lessons or outside school in their daily lives. They mostly focused on English as a compulsory course which had to be passed, studied for getting high marks or getting placed at a better class in high school. For these reasons, they had little interest and low motivation towards English lessons at middle and high schools. None of the cases had a lot of opportunity to communicate in English either in or outside class. As they started prep class at university, they started to learn English in an intense programme, which may have made them realise that speaking and speaking quizzes were challenging as this was a completely new experience for them. Apart from that, they were also aware that they needed to get good marks from the speaking quizzes as it consisted 12,5% of the overall pass grade of the prep class. That is, they needed to improve their speaking skills and get good marks so as to pass the prep class. This may have also added to their anxiety.

In addition to the aforementioned reasons of having anxiety, one of the cases in the current study had the speaking anxiety that may have affected her willingness to speak English and participate in the lesson. That kind of anxiety might have been also related to the fact that she felt shy since classes were renewed and reformed every track. To make it clear, an

academic year at the prep class in the current study lasts for three tracks, each of which consists of almost ten weeks. Every track, students in classes are mixed and classes are formed that way. Therefore, the social circle of an individual student changes three times a year, which brings new beginnings to students and teachers. As being the case, some students may find it challenging to meet new people and get used to the new social circle from the beginning.

In this current study, for instance, Asu was one of the cases that had the experience of feeling shyness for such a reason; as a result, she had anxiety to speak during the first few weeks of the track. Due to her shyness and feeling of anxiety, for example, she remained silent for almost two weeks at the beginning of the track. She tended to give short responds and she did not respond unless she was asked to. During the times she attempted to talk, her tone of voice was low, and she seemed tense. The interview results showed that the reason she behaved like that was related to the fact that she did not know anyone in her new class, which was why she was hesitant to talk. Towards the middle of the track, she naturally started to feel confident as she got to know her classmates better. However, as she went through the FA processes, her confidence became much more apparent. She was especially feeling much more confident and comfortable with her peers with whom she did the FA tasks since she was able to spend more time with them while doing the tasks. This might have provided her with more opportunities to socialise and get to know her peers. She did not show any hesitation to start conversation or ask questions to me and answer my questions, and most of the time she was encouraging her peers to use L2 throughout the lessons. Most of the time during the lessons, she was raising her hand to participate in the lesson. She also started to nominate herself to speak during the games, and she had the tendency to encourage her peers to participate in the lesson too.

With regards to confidence and the second case in the study, it can be said that having exam anxiety and negative attitude towards English tests may have affected Cenk's self-esteem negatively. To make it clear, Cenk was a student with a positive attitude; however, with an educational background in which he had negative feelings about learning English and getting low marks from English exams, Cenk used to believe that he would always get a low mark from English exams, and he indeed got low marks in general. Additionally, at high school, he used to avoid social circles like speaking clubs where he could find a chance to communicate in English despite knowing that it may have improved his speaking skills. This was because of the fact that he was trying to get used to the new school and new people around him, and he also thought that students in the speaking club might have been much better than him in terms of proficiency. After going through FA implementations, change in Cenk's attitude was evident. He seemed more confident and findings revealed that he felt ready to

take the speaking quiz with no sign of fear of getting a low mark. It was also revealed in the interviews that via FA implementation, he knew that he built his self-confidence in speaking.

As for the third case and confidence, Mete had exam anxiety and this affected his participation in the lessons. He believed that he would have lost time if he had joined the classes during the exam weeks. The data gathered from the interviews also revealed that Mete was in favour of process rather than exam-oriented way of assessment. He also thought that participation in lessons should be graded since it reflected students' performance throughout the learning process. Mete was quite active almost all lessons he participated. He was very willing to learn. After going through FA implementations, it was evident that Mete was overall happy about it because it helped him to overcome his exam anxiety. He seemed ready for the speaking quiz and even the day before the quiz, he was in the class telling me that he did not feel worried about the tasks any more because FA made him familiar with the quiz. That helped him to built his confidence decreasing his exam anxiety.

When Asu, Cenk and Mete's attitudes and behaviours are compared and contrasted to one another, it can be seen that problems related to anxiety such as shyness, negative attitude towards oral English tests or English tests of any kind, and exam anxiety can be overcome with FA implementation. It serves well in terms of assisting students to build their self-esteem in use of L2. Thus, in terms of speaking anxiety, the current result seems to be consistent with the result of a previous study (Tang, 2016) conducted in the Chinese context to look into the effectiveness of applying FA in oral English class with Chinese college students that studied law and history. Tang (2016) found out that FA was helpful in terms of alleviating students' speaking anxiety as well as regulating students' command of learning strategies, sense of cooperation, motivation in an open and comforting atmosphere, which led students to feel motivated and less anxious since students in the study reported that there was no need to prepare anxiously for FA, unlike the summative assessment. It was also similar to another study conducted (Büyükkarcı, 2010) at a Turkish state university with the aim of investigating the impacts of FA in Contextual Grammar Course at the department of ELT. Büyükkarcı's (2010) study's results revealed that FA affected students positively as their test anxiety reduced.

When the second theme, awareness through feedback is concerned, findings show that all of the cases benefitted from the feedback process by declaring that it was essential for realizing their weak and strong points. Throughout the study, they went through several feedback processes with me both in oral and written ways. They were also giving feedback to their peers and receiving feedback from them, which occurred naturally while working on their

role plays. Thus, all three cases are feedback receivers most of the time, and feedback givers occasionally.

To start with the first case, Asu was in favour of the feedback processes from the beginning. Asu did three FA tasks, and she worked with two different peers in total. After doing the first FA task with her peer, she started to sit with him in the following classes and she did most of the speaking exercises with him as they seemed to develop a good rapport with each other by sharing what they knew, having fun, correcting each other's mistakes, and learning from those mistakes. Additionally, Asu had the habit of writing all her speech prior to speaking and that was a behaviour that she continued doing almost until week 5. First, she tended to write down all her sentences, and then she read them when it came to speaking activity. According to the interview results, she was doing it so as to feel safer while speaking because this helped her not to forget what she would say while speaking. It was also found out that she tended to do it because she did not know the speaking tasks and she was not familiar with the speaking exercises. For this reason, to have a sense of familiarity and to feel more confident, she noted down her sentences before speaking. However, after receiving feedback from the first FA process, she came to the realisation that taking notes before speaking led her to read from her notes, and she was indeed practicing writing and reading, not speaking. Thus, from week 5, she decided to quit writing down her speech prior to speaking. The findings of my field notes and interviews show that going through the FA implementation, Asu had the realization that as she started to learn new strategies to speak and learn from her mistakes along with her peers' mistakes, she did not need to worry about making mistakes while speaking. She was no longer afraid of making mistakes while speaking for instance, so she quit writing her speech prior to speaking even though this meant making mistakes while speaking. She achieved this by reflecting on her behaviour after the feedback process of FA implementation.

Cenk, on the other hand, sometimes got demotivated during the feedback processes especially if the feedback was direct and corrective and the amount was too much. However, data gathered from the interviews showed that he emphasized how important this feedback he received especially from the teacher for the sake of improving himself and realizing his mistakes. Towards the end of the track, he was more responsive to feedback, and he started to gain awareness about his strengths more since when he was asked about in which FA implementation process he performed better, he was able to state it clearly with no hesitation. This showed that via feedback, Cenk's awareness was raised and he could reflect on his own performance.

Likewise, feedback was also effective for Mete in terms of raising his awareness towards his performance. That is, Mete was an enthusiastic learner and he almost never showed any hesitation to use new structures he learnt in his speech despite making mistakes. He knew that the more mistakes he made, the more feedback he would receive, which meant learning more and improving himself in the end. As a very active and enthusiastic learner, Mete was occasionally very eager to act on feedback immediately so as to correct himself and move forward. He was aware that if he acted immediately, he would foster the structure he used in L2. Related to this, data from the interviews showed that this had a great impact on his class participation. In other words, he indicated that so as to be able to receive more feedback on his own performance, he became more willing to participate in the lesson, which is significant for him since he had the tendency to make absenteeism due to his exam anxiety.

With regards to feedback and awareness, results from a previous study (Afitska, 2008) that examined the relation between FA and vocabulary learning and linguistic development showed that FA had a positive impact on students' linguistic development, especially when supported by teacher supportive input, teacher questioning, teacher feedback, learner peer-assessment, and learner self-assessment. To make it clear, Cenk and Asu were really satisfied with working with a peer in FA implementation. Cenk found it fun and he could be creative while acting out the role, and Asu appreciated getting feedback from her peer while doing the tasks together. In other words, for both cases, working with a peer while doing FA tasks was their favourite part of the FA implementation since it helped them to learn from each other in a fun way while improving themselves. As for Mete, he was grateful for the feedback he received from his teacher. To him, without feedback, it might not have been possible to learn as much as he did throughout the second track. That is, getting feedback as his favourite part of FA implementation contributed Mete's improvement. Apart from that, Konkur's study (2013) at a foundation university in Turkey also revealed students' awareness towards their weaknesses and strengths was raised, they were motivated, and they gained positive attitudes towards assessment via FA practice.

The third theme that the results indicate is that FA implementation provided participants with extra opportunity to speak more, especially with a peer. This was reflected differently in each of the cases, but the rationale is indeed via FA implementation, they were able to use L2 productively. To make it clear, they had only four hours of Listening and Speaking lessons at the relevant level they had been studying and their oral skills were assessed twice. Thus, FA implementation paved the way for extra chance to speak.

For Asu, the best way to learn speaking English was to speak it actively as she mentioned it in the interviews. Therefore, FA implementation played a significant role in Asu's learning process for the fact that she managed to speak more by working with a peer and doing role-plays in English. It also enabled Asu to set a personal goal herself as aforementioned. That is to say, Asu decided to quit writing down what she was going to say before she started speaking since she knew she had many chances to try. She also enjoyed working with a peer outside the class as well, having fun together trying to understand the role cards with her friends.

As for Cenk, he also benefitted from extra opportunity to speak more and this was evident in the dialogues he prepared with his peers. As a student with a friendly and positive attitude, Cenk enthusiastically added jokes to the dialogues while preparing their roles. The more he practiced, the freer he felt to use L2 in accordance with his personality. This made him enjoy the process as well. What he also enjoyed was that the tasks he completed in FA were real life like situations in which he found the chance to transfer his skills to real life. He reflected that he felt himself ready to experience similar situations in the future. Practicing several times was an enjoyable and realistic experience for him.

Mete also found extra opportunity to speak more effective. As a student who cared a lot about process rather than an exam-oriented system, Mete benefitted a lot from working with a peer and interacting with the teacher several times as he reflected that the more he engaged with the language and the more frequently he interacted with people, the more willingness he had to communicate in L2 no matter how many mistakes he made. This provided him to never give up trying since he kept on producing long speeches, using new structures in his speech. Just like Asu and Cenk, Mete also found this experience fun since he favoured doing role-plays with a peer.

This type of behaviour of three of the cases can be explained by Vygotsky's (1978) sociocultural theory, that is, the interactions and the social process are of great importance for constructing knowledge. According to sociocultural theory, learning is social in nature and meaning can be derived via language within the social context; thus, learners are active constructors of their own learning environment. In this vein, while working with their peers that they got on really well, they tended to correct their peer the moment they identified an error, and likewise, they were pleased when they were corrected by their peer, and they had fun together, all of which was a natural process for them as they were the main actors of their own role-plays.



Improvement is the final theme that can be detected in all of the three cases of this study. Apart from changes in their behaviour, the impacts of feedback on their awareness, and the positive outcomes of speaking English more, improvement was also apparent at the end of the study.

In the beginning, Asu asserted that speaking quiz made her worried in that she thought she would fail because she did not know what to say and how to understand the test. After going through FA implementation, though, she realized that she could actually achieve positive results regarding her speaking performance. Results showed that FA implementation helped her to become familiar with the quiz, which had made her tense previously. She felt that she was encouraged so that she would feel herself ready for the quiz. Via feedback she received from her peers and the teacher, she had the opportunity to realize her mistakes and correct them so that she would not repeat them in the quiz. All these affected her speaking quiz grades positively as her quiz grades were 80 and 90 respectively.

In terms of speaking quiz results, the same impact was observed in Cenk's case as well. As aforementioned, Cenk had previously believed that he had been a low achiever. Even in the first track, in which he partially went through FA implementation, he received 60 and 50 from the speaking quizzes. However, in this track, after taking active part in FA implementation, his grades increased to 60 and 100.

Likewise, similar effect was apparent in Mete's speaking quiz grades. Going through FA implementation, Mete overcame his exam anxiety, increased his confidence, gained familiarity with the quiz and finally got ready for the quiz, which resulted in higher grades. To make it clear, his quiz grades were 90 and 100 and when compared to his grades in the first track, which were 60, it can be said that FA had a positive influence on Mete's speaking grades.

A previous study that investigated how writing skills were affected by FA also revealed that students' writing anxiety decreased via written or oral feedback (Sarı, 2019) and by getting continuous and detailed information about their weak and strong points, students showed progress by eliminating their mistakes. Eventually, their writing proficiency was affected positively (Sarı, 2019). Thus, when compared to the results of this study, it can be said that FA implementation might be of great help to students for overcoming their speaking or writing anxiety and showing progress. In short, receptive skills might be reinforced with a systematic FA implementation. Additionally, similar to this result of the current study, a previous study conducted in a Saudi Arabia context (Alahmadi et. al., 2019), which investigated the impact of FA in summative speaking test on Saudi students' performance at the English language department, revealed that students' overall performance was improved

and this resulted in higher grades in the summative speaking test. They performed much better in terms of accuracy and coherence (Alahmadi et. al., 2019).

The final point to discuss is about goal-setting and student autonomy. Receiving feedback from the teacher, students were supposed to decide on an action plan to be done in the following performance. The rationale behind it was to give responsibility to the student to choose one of their weaknesses and work on it so that they would not repeat it and that weakness would be able to turn into the strength. After the student decided on an action plan, the teacher also needed to agree on it so that the process could start. However, in the current study, despite filling in the relevant part about the action plans, none of the cases consciously took their action plans into consideration. None of them mentioned their action plans either during the feedback processes, or in the interviews. When I reminded them of their action plans by asking whether they were able to act in accordance with their action plans in their following speaking performances, they gave almost similar answers. That is, although they remembered having set an action plan, and despite remembering it subconsciously, they did not suppose that they needed to take an action with regards to those plans. With this result, the current study may be compared to the results of a previous study (Gonzales, 2015) conducted in two Intermediate Oral English courses at Montreal University for the purpose of presenting data on the practice and perceptions about FA. Gonzales (2015) collected data both from student and teacher participants to compare and contrast their perceptions regarding FA practice and as a result it was found out that student and teacher perceptions towards FA might be in contrast. To make it clear, it was found out that there were significant differences between the teacher and her students' views about the benefits of FA. On one hand, the teacher participant thought that self-assessment was not possible at all; on the other hand, almost all her students believed that self-assessment promoted learning (Gonzales, 2015). As for the results in this study, as their teacher, from the findings I may deduce that students may have done the self-assessment forms just because I had asked them to do it as part of the FA process; therefore, they may not have been aware of its effectiveness or rationale behind it despite saying that they were overall happy and satisfied with the self-assessment forms they used throughout the whole FA implementation for the sake of getting feedback.

## **5.2. Conclusion and Implications**

This qualitative multiple case study employed various data collection tools to address its research question. A detailed description of the themes identified in the findings were discussed so that a conclusion might be reached as an answer to the research question that seeks to answer how formative assessment implementation affects students' speaking skills at

a preparatory class at a Turkish foundation university. The total of almost 10 weeks that three participants of the current study experienced clearly showed that students had an effective FA implementation since it had a positive impact on their speaking and exam anxiety; it affected their improvement positively while motivating them and building their confidences while speaking; and it encouraged them to be aware of their weaknesses and strengths regarding their speaking and language skills. In terms of autonomy and self-evaluation, on the other hand, although findings from the interviews showed that students were overall pleased with the whole process, including the self-evaluation forms and goal-setting parts, the findings from the observer notes and FA feedback processes indicated that there were some gaps to be addressed.

As indicated by McManus (2008), effective FA should indicate learning goals; students should know the end objective of the lesson; timely, descriptive, and specific feedback should be given to students; peer- and self-assessment tools should be used; and lastly, students and teachers should work collaboratively in the learning process. With respect to these parameters, in the current study, as their teachers, I made the learning goals clear at the beginning of each unit for students and as well as ensuring the end objectives of the lessons. Most importantly, all of the participants were given timely, very specific and descriptive feedback right after sending their documents to me. Self-evaluation forms were also used for self-assessment purposes; peer-assessment occurred naturally throughout the process. The students and I were part of a rigorous work throughout the FA process; that is, I was following the schedule closely throughout a track which had a tight schedule in terms of summative assessment, and students were very careful about sending the tasks to me in a timely manner so that I could find enough time to work on them for feedback purposes. In short, this current study can be considered as an effective FA implementation.

As a result of these outcomes, it can be stated that participants of this study benefitted from this FA implementation process as far as their speaking skills were concerned. First, apparently, all of the participants believed that they became more active and more confident in speaking lessons, started to be more willing to participate in the speaking activities in the classroom and willing to complete the speaking tasks not only in the formative assessment but in the summative assessment (SA) as well. That being the case, it might be said that FA helped them to reduce their speaking and exam anxiety. Therefore, participants were willing to continue benefitting from FA in the following track at the prep school. After all, unlike SA, FA was a process-oriented type of assessment assisting learning (Clark, 2012; Grob, Holmeier & Labudde, 2017). Furthermore, participants were overall pleased at the end of the whole

process since they stated that they learnt a lot not only from my feedback, but from their own and their peers' mistakes as well. Thus, FA seemingly promotes learning via collaborative work. It can be highlighted that when assessment is done for learning, students socially interact with the teacher and assessment has become a deliberate and planned collection of information for the students, which in turn helps students to raise awareness of their strengths or weaknesses (Berry, 2008). Participants of this study were more aware students at the end of the process in that each of them knew about their weaknesses while speaking. Moreover, as Black and Wiliam (1998b) put forward, FA is significant in terms of increasing student achievement. In this vein, this study is also significant due to the fact that all of the participants in the current study received high marks from the speaking quizzes that took place twice throughout the track. Therefore, to raise students' achievement in speaking tests, FA implementation might well be benefitted. Last but not least, it can be concluded that implementing FA practices might work well for building a learner-centred class since it promotes active participation, adapting to needs of learners, encouraging learners to work independently both inside and outside class, power sharing between peers or teacher and learners, and giving importance to learning as a process rather than a product (Bremner, 2020). To sum, it can be assumed that this study might be an effective implementation of FA in a speaking class so that not only students and teachers, but also institutions and researchers can benefit from.

The current study has some implications for further practice, which can be categorized for researchers, institutions and language teachers.

#### Implications for researchers:

- This particular study can be adopted, added or modified according to the various contexts in which it will be conducted,
- The participants in this study were the students from the researcher's own listening and speaking class, further studies can be carried out by observing teachers and students who do not necessarily have close relationships to the researcher, which can lead to other results in terms of affect,
- As the implementation of FA took place in one track of an academic year that lasted for around 10 weeks in this study, the duration of implementation process can expand to a longer period of time like a whole academic year,

- This is a qualitative multiple case study with only three participants; further studies can be done by employing a mixed design exploratory research to investigate the differences between the control and experimental groups,
- FA can also be implemented in language lessons at primary/secondary schools in which there have not been many studies conducted,
- This study was limited by only one skill, which is speaking. Further researches may discover the impacts of FA on other skills;

#### Implications for institutions:

- School administrations should provide time and support for FA in their curriculum and internalize that both SA and FA are of equal importance for learning and assessment,
- School administrations, test developers, curriculum and material units, and teachers of schools should work collaboratively in order to promote and implement a more standardised and effective FA,
- School administrators should provide students with extra tools, applications, extra-curricular activities, books, etc. for their needs that may arise from their learning goals;

#### Implications for language teachers:

- Teachers should familiarize themselves with the effective implementation of FA and they should practice FA in a systematic and standardised way in order to gauge its effectiveness for students,
- As FA is in the form of practice in nature (Lambert & Lines, 2001), which means that it is a demanding process for teachers as it requires them to be more prepared to plan their work, get involved with their students, and inform them continuously about their progress, teachers should stay wholehearted, motivated, and responsible throughout the whole process,
- They should also be aware that they need to change their teaching methods, feedback types, or make some changes on the tasks or feedback forms when necessary so as to enhance their students' achievement and increase their students' motivation.

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## APPENDICES

### APPENDIX 1.

#### RESEARCHER'S ACADEMIC CV

| Kişisel Bilgiler                               |                                                                                                                                                  |                           |      |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------|
| Adı ve Soyadı                                  | Sinem Güral Akgül                                                                                                                                |                           |      |
| E-postası/Web Sayfası                          |                                                                                                                                                  |                           |      |
| Bildiği Yabancı Diller                         | İngilizce                                                                                                                                        |                           |      |
| Uzmanlık Alanı                                 | İngilizce Öğretmenliği                                                                                                                           |                           |      |
| Öğrenim Bilgileri                              |                                                                                                                                                  |                           |      |
|                                                | Üniversite                                                                                                                                       | Bölüm                     | Yıl  |
| Lisans                                         | Ege Üniversitesi                                                                                                                                 | İngiliz Dili ve Edebiyatı | 2013 |
| Tez Başlığı                                    | The Impacts of Formative Assessment Implementation on English Preparatory Class Students' Speaking Skills in EFL Context in Turkey: A Case Study |                           |      |
| Tez Danışmanı                                  | Doç. Dr. Yeşim Bektaş Çetinkaya                                                                                                                  |                           |      |
| Akademik Eserler                               |                                                                                                                                                  |                           |      |
|                                                |                                                                                                                                                  |                           |      |
| Alanıyla İlgili Bilimsel Kuruluşlara Üyelikler |                                                                                                                                                  |                           |      |
|                                                |                                                                                                                                                  |                           |      |
| Alanıyla İlgili Aldığı Ödüller                 |                                                                                                                                                  |                           |      |
|                                                |                                                                                                                                                  |                           |      |

## APPENDIX 2.

## OFFICAL NOTICE(S) OF ETHICAL PERMISSON



T.C.  
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ  
HUKUK MÜŞAVİRLİĞİ

ACELE

20.12.2021

Sayı : E-87347630-659-162381

Konu : Sinem GÜRAL AKGÜL

## EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 25.08.2021 tarih ve E-67493393-302.08.01-101343 sayılı yazınız.  
b) Yaşar Üniversitesi Rektörlüğünün 16.12.2021 tarih ve E-30694532-050.06.04-17085 sayılı yazısı.

İlgi (a)'da kayıtlı yazınız ile bildirilen Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Sinem GÜRAL AKGÜL'ün, "The Impacts of Formative Assesment Implementation on English Preparatory Class Students Speaking Skills in Efl Context in Turkey: A Case Study( Yabancı Dil Ortamında Biçimlendirici Değerlendirme Uygulamasının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerilerine Etkileri: Vaka Çalışması" konulu tez çalışması kapsamında uygulama yapma talebine ilişkin, Yaşar Üniversitesi Rektörlüğünden alınan ilgi (b)'de kayıtlı yazı, işbu yazımız ekinde sunulmaktadır.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Nükhet HOTAR  
Rektör

Ek: İlgi (b)'de kayıtlı yazı ve ekleri. (3 Sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.  
Doğrulama Kodu: 9D05A44B-DACD-41E4-B22A-170E5A3EC603 Doğrulama Adresi: <https://turkiye.gov.tr/dokuz-eyul-universitesi-ebys>  
Adres: Kültür Mahallesi, Cumhuriyet Biv No:144, 35220 Konak/İzmir Bilgi için:Pelin ALTIN Memur



HİZMETE ÖZEL

HİZMETE ÖZEL

T.C.  
YAŞAR ÜNİVERSİTESİ REKTÖRLÜĞÜSayı : E-30694532-050.06.04-17085  
Konu : Etik Komisyonu Kararı

16.12.2021

DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
Hukuk Müşavirliği

İlgi : 10.11.2021 tarihli ve 139047 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Tezli Yüksek Lisans Programı Öğrencisi Sinem GÜRAL AKGÜL'ün, The Impacts of Formative Assessment Implementation on English Preparatory Class Students Speaking Skills in EFL Context In Turkey: A Case Study (Yabancı Dil Ortamında Biçimlendirici Değerlendirme Uygulamasının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerilerine Etkileri: Vaka Çalışması" başlıklı tez çalışması kapsamında, Üniversitemiz Yabancı Diller Yüksekokulu Öğrencilerine anket uygulama talebinin görüşüldüğü, Üniversitemiz Etik Komisyonunun 02.12.2021 tarihli ve 3 sayılı toplantısının 5 no.lu kararı ekte yer almaktadır.

Bilgilerinize arz ederim.

Prof. Dr. Levent KANDİLLER  
Başkan

Ek: Etik Komisyonu Kararı (2 sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Doküman Kodu :BSLY7ETT6 Pin Kodu :76912

Belge Takip Adresi :https://turkiye.gov.tr/ebd7eK=5641&amp;eD=BSLY7ETT6&amp;eS=17085

Adres:Selçuk Yaşar Kampüsü Üniversite Cad. No:37-39 P.K.: 35100 Ağaçlıyol-  
Bornova/İzmir

Bilgi için: Havva KOÇAK

Telefon No:(0 232) 570 7070 Faks No:(0 232) 570 7000

Unvanı: Memur

e-Posta:rektorkluk@yasar.edu.tr İnternet Adresi:https://yasar.edu.tr

Tel No: 7084



HİZMETE ÖZEL





T.C.  
YAŞAR ÜNİVERSİTESİ  
ETİK KOMİSYONU

Toplantı Tarihi: 02.12.2021

2021-2022 Akademik Yılı Toplantı Sayısı: 03

**GÜNDEM 5:**

Dokuz Eylül Üniversitesi Rektörlüğü Hukuk Müşavirliği'nin 10/11/2021 tarih ve 15410 sayılı yazısı ile sunulan; Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı Öğrencisi Sinem GÜRAL AKGÜL'ün "The Impacts of Formative Assessment Implementation on English Preparatory Class Students Speaking Skills in EFL Context in Turkey: A Case Study (Yabancı Dil Ortamında Biçimlendirici Değerlendirme Uygulamasının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerilerine Etkileri: Vaka Çalışması" başlıklı tez çalışması kapsamında, Yaşar Üniversitesi Yabancı Diller Yüksekokulu öğrencilerine uygulamayı planladığı anket çalışmasına ilişkin Etik Komisyonu onay talebinin görüşülmesi.

**GÖRÜŞME ve KARAR:**

Yaşar Üniversitesi Etik Komisyonu pandemi önlemleri sebebiyle 02.12.2021 Perşembe günü, Başkan Prof. Dr. Levent KANDİLLER ve tüm üyeler; gündem maddesini dijital ortamda değerlendirmiş, aşağıdaki karar alınmıştır.

**KARAR 5:**

Dokuz Eylül Üniversitesi Rektörlüğü Hukuk Müşavirliği'nin 10/11/2021 tarih ve 15410 sayılı yazısı ile sunulan; Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı Öğrencisi Sinem GÜRAL AKGÜL'ün "The Impacts of Formative Assessment Implementation on English Preparatory Class Students Speaking Skills in EFL Context in Turkey: A Case Study (Yabancı Dil Ortamında Biçimlendirici Değerlendirme Uygulamasının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerilerine Etkileri: Vaka Çalışması" başlıklı tez çalışması kapsamında, Yaşar Üniversitesi Yabancı Diller Yüksekokulu öğrencilerine uygulamayı planladığı anket çalışmasının uygunluğuna ve duyuruyu, katılımcılara erişimi kendi imkanlarıyla yapmasına oy birliği ile karar verildi.

**ASLI GİBİDİR**

Ata TÜRKFİDAN  
Yazı İşleri Müdürü



T.C.  
YAŞAR ÜNİVERSİTESİ  
ETİK KOMİSYONU

Toplantı Tarihi: 02.12.2021

2021-2022 Akademik Yılı Toplantı Sayısı: 03

|                             |        |  |
|-----------------------------|--------|--|
| Prof.Dr. Levent KANDİLLER   | Başkan |  |
| Prof.Dr. Aylin GÜNEY        | Üye    |  |
| Prof.Dr. Ali Timur DEMİRBAŞ | Üye    |  |
| Prof.Dr. M. Erol SEZER      | Üye    |  |
| Prof.Dr. Şefik GÜNGÖR       | Üye    |  |
| Prof.Dr. Emre ÖZGEN         | Üye    |  |
| Prof.Dr. Burcu DÖNMEZ       | Üye    |  |
| Av. Serkan AYAN             | Üye    |  |

ASLI GİBİDİR



Ata TÜRKİDAN  
Yazı İşleri Müdürü



T.C.  
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ  
HUKUK MÜŞAVİRLİĞİ

Sayı : E-87347630-659-139046  
Konu : Sinem GÜRAL AKGÜL

ACELE  
09.11.2021

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 25.08.2021 tarihli ve E-67493393-302.08.01-101343 sayılı yazınız.

İlgide kayıtlı yazınıza istinaden Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulunun 02.09.2021 tarihli toplantısında alınan 3 sayılı karar ile Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Sinem GÜRAL AKGÜL'ün "The Impacts of Formative Assessment Implementation on English Preparatory Class Students Speaking Skills in EFL Context İn Turkey: A Case Study (Yabancı Dil Ortamında Biçimlendirici Değerlendirme Uygulamasının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerilerine Etkileri: Vaka Çalışması" başlıklı çalışması için yapacağı uygulamanın etik açıdan uygun olduğuna karar verilmiş olup, alınan karar Makamınızca onaylanmıştır.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Nükhet HOTAR  
Rektör

Bu belge, güvenli elektronik imza ile imzalanmıştır.  
Doğrulama Kodu: BE396924-22E5-4D2E-B3D1-B84BD67BB9DD Doğrulama Adresi: <https://www.turkiye.gov.tr/dokuz-eyul-universitesi-ebys>  
Adres: Kültür Mahallesi, Cumhuriyet Blv No:144, 35220 Konak/İzmir

Bilgi için: Merve ÇÜRÜK  
Bilgisayar İşletmeni



## APPENDIX 3

## CONSENT FORM

## GÖNÜLLÜ KATILIMCI ONAM FORMU

Sinem GÜRAL AKGÜL tarafından yürütülen "The Impacts of Formative Assessment Implementation on English Preparatory Class Students' Speaking Skills in EFL Context in Turkey: A Case Study / Yabancı Dil Ortamında Biçimlendirici Değerlendirme Uygulamasının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerilerine Etkileri: Vaka Çalışması" başlıklı araştırmaya davet edilmiş bulunuyorsunuz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz sorabilirsiniz. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkında sahipsizsiniz. Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz biçiminde yorumlanacaktır. Size verilen formlardaki soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

## Araştırmayla İlgili Bilgiler:

- Araştırmanın Amacı: Biçimlendirici değerlendirme, değerlendirmenin en yaygın türü olarak bilinen özetleyici değerlendirmeden öğrenci performansına süreç içinde verilen geri dönüt, öğretme yöntem veya materyallerini öğrenci ihtiyacına yönelik öğrenme-öğretme süreci içinde değiştirme veya adapte etme, öğrenci otonomisine verilen önem gibi faktörlerle ayrılır. Biçimlendirici değerlendirme son yıllarda öğrenci motivasyonunu ve akademik başarılarını pekiştirmesi rolleriyle eğitim dünyasında rağbet görmeye başlamıştır. Literatürde biçimlendirici değerlendirmenin etkilerinin olumlu yönde olduğunu kanıtlayan pek çok çalışmanın var olmasının yanı sıra uygulama farklılıklarından kaynaklanan sebepler yüzünden bu etkilerin her zaman olumlu olamayacağını gösterenler de mevcuttur. Bu çalışmanın amacı da İzmir'de bulunan bir özel üniversitenin hazırlık sınıfının müfredatında yer alan biçimlendirici değerlendirme uygulamasının, hazırlık sınıfı orta alt düzeydeki öğrencilerin İngilizce konuşma becerileri üzerindeki etkilerini incelemek; bu uygulamanın sözlü anlatım sınıflarında öğrenciler için nasıl çalıştığını ve öğrencilerin konuşma becerilerinin bu uygulama sonucu nasıl etkilendiğini keşfetmektir. Çalışmanın literatüre katkısı da biçimlendirici değerlendirme uygulamasının hazırlık sınıfı öğrencilerin sözlü anlatım üzerinde etkili bir araç olup olmadığını kanıtlar nitelikte bir araştırma sonucu sunmak olacaktır.
- Araştırmanın Nedeni: ☒ Bilimsel araştırma ☐ Tez çalışması
- Araştırmanın Öngörülen Süresi: Veri toplama başlangıç: Eylül 2021 / Veri toplama bitişi: Kasım 2021 / Veri analiz ve sonuç yazma: Kasım 2021-Ocak 2022 / Çalışmanın bitişi: Mart 2022
- Araştırmaya Katılması Beklenen Katılımcı/Gönüllü Sayısı: 4
- Araştırmanın Yapılacağı Yer(ler): Yaşar Üniversitesi Yabancı Diller Yüksekokulu

## Çalışmaya Katılım Onayı:

"Yukarıda yer alan ve araştırmadan önce gönüllüye / katılımcıya verilmesi gereken bilgileri gösteren Aydınlatılmış Onam Formu adlı metni kendi anadilimde okudum ya da bana okunmasını sağladım. Bu bilgilerin içeriği ve anlamı, yazılı ve sözlü olarak açıklandı. Aklıma gelen bütün soruları sorma olanağı tanındı ve sorularıma doyurucu cevaplar aldım. Çalışmaya katılmadığım ya da katıldıktan sonra çekildiğim durumda, hiçbir yasal hakkımdan vazgeçmiş olmayacağım. Bu koşullarla, söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın gönüllü olarak katılmayı kabul ediyorum. Bu metnin imzalı bir kopyasını aldım."

**Araştırmayı yürüten sorumlu:**

Adı-Soyadı: Yeşim BEKTAŞ ÇETİNKAYA

E-mail: **Araştırmacı:**

Adı-Soyadı: Sinem GÜRAL AKGÜL

E-mail: s

**Katılımcının (Kendi el yazısı ile)**

Adı-Soyadı: \_\_\_\_\_

İmzası:

**Not:** Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.

**APPENDIX 4****OBSERVATION FORM (TALLY SHEET)****Date:** .. / .. / 202... (Week ...)**Unit:****Duration of the lesson:** .. minutes

| <b>Students →</b>                                                    | <b>Mete</b> | <b>Mustafa</b> | <b>Cenk</b> | <b>Asu</b> |
|----------------------------------------------------------------------|-------------|----------------|-------------|------------|
| Started the conversation                                             |             |                |             |            |
| Used non-verbal communication to continue conversation in English    |             |                |             |            |
| Showed willingness to communicate in English & participate in lesson |             |                |             |            |
| Communicated in English with the teacher                             |             |                |             |            |
| Communicated in English with each other                              |             |                |             |            |

|                                                          |  |  |  |  |
|----------------------------------------------------------|--|--|--|--|
| Produced long speech rather than just words in English   |  |  |  |  |
| Felt anxious while speaking in English                   |  |  |  |  |
| Spoke accurately and fluently appropriate to their level |  |  |  |  |
| Used complex grammar / vocabulary in their speech        |  |  |  |  |
| Corrected himself/herself at the time of speaking        |  |  |  |  |
| Corrected his/her friend at the time of speaking         |  |  |  |  |

## APPENDIX 5

### INTERVIEW QUESTIONS

#### Interview 1: Before the first formative assessment implementation takes place

1. Tell me about your learning English experience. First, can you tell me whether you went to a public or private school? How long have you been learning English? (Can you tell me about the schools you went and give me some information about your English teachers and lessons while explaining them?) Have you ever been abroad? Do you use English in your daily life? How/Where?
2. Tell me about your speaking English experiences. (Have you ever spoken with foreigners? Have you spoken English outside the class? Have you ever spoken English face to face or online, while playing computer games?)
3. Can you tell me about the tests/exams you took in English at middle and high school? What type of exams were they? Do you remember how they were graded? How did you feel before and after you took an English test, quiz or exam? Did you use your exam results to improve your English? Did you pay attention to feedback your teacher gave you?
4. Do you think English lessons you took at middle and high school were sufficient enough for you to improve your speaking skills in English? Do you remember what type of speaking activities you did in class? Which ones were your most favourite and least favourite?
5. Were your speaking performances graded? How? How did you feel? Do you think they made you study more or less? Or did they make you aware of what you were good at doing?
6. What do you think is the best way to learn to speak in English?
7. What do you think the assessment and evaluation of speaking should be like? How would you assess your students' speaking skills in English if you were an English teacher?

#### Interview 2: After the first speaking quiz

1. Tell me about your ideas and feelings about the first formative assessment task process. (While talking about it, please think about the whole process in which you worked with your partner, you acted out the role-play, you listened to your own performance and evaluated yourself, and received feedback from your teacher, and decided on an action plan for your next performance.)
2. Do you think this process is totally different from the tasks/exercises that we have done in the class so far? If yes, how were they different? If not, what do you think the similarities were?
3. How did you feel while doing the tasks, evaluating yourself, and receiving feedback from your teacher? Which part was your favourite? Why?
4. Do you think doing formative assessment tasks affected your speaking performance in the speaking quiz? If yes, how? If not, why do you think so? (While answering this question, you may think about your language skills, language knowledge, test anxiety, willingness to speak, etc.)
5. Are there any parts you would like to change? Do you have any suggestions to yourself or to your teacher for improvement in this process?
6. Do you have any suggestions for the improvement of lessons, materials, activities, or role of the teacher?



**Interview 3: After the formative assessment implementation is over**

1. What do you think about L&S classes this track? Do you think the lesson hours were enough for you to practice speaking English?
2. What do you think about the speaking quizzes that you took twice this track? How do you think they affected your speaking performance overall? How did you feel during the quizzes? Are you happy with the grades you received? Do you think the tasks in the quiz aligned with the tasks you did in class?
3. What do you think about the tasks you did, self-evaluation forms you used to evaluate your own speaking performance, and feedback you received in this track? Do you think they helped you to improve your speaking skills? How did you understand?
4. What do you think about the whole process? Which part do you think is the most difficult? Which part of is the most beneficial?
5. How do you think doing those tasks affected your performance overall?
6. How did you perform in the speaking quizzes after doing those tasks? (Do you think you performed better in the speaking quizzes after you did them?)
7. Would you like to do those tasks in the following tracks? If yes, is there anything you would like to change about them? If not, why not?



## APPENDIX 6

### FORMATIVE ASSESSMENT TASKS

#### Yaşar University English Preparatory Class Pre-Intermediate Listening & Speaking Formative Assessment Task – Unit 1

##### Option 1

##### Student A

You are at a party with friends. You want to meet new people. Start a conversation with someone you do not know.

- Say hello.
- Say who you are.
- Introduce yourself:

talk about your job/department

talk about your hobbies

give some personal information (age, family, etc.)

- Listen to what your new friend says and respond/show interest.
- End the conversation.



##### Student B

You are at a party with friends. There is someone you do not know and s/he wants to start a conversation with you.

- Say hello.
- Listen to what your new friend says and respond/show interest.
- Say who you are.
- Introduce yourself:

talk about your job/department

talk about your hobbies

give some personal information (age, family, etc.)

- End the conversation.

**Yaşar University English Preparatory Class**  
**Pre-Intermediate Listening & Speaking**  
**Formative Assessment Task – Unit 1**  
**Option 2**

**Student A**

You are in a shopping centre. You are walking around and looking at the store windows. Suddenly, you see a childhood friend in a store. Start a conversation.

- Say hello.
- Share your news:

you are working for a big company

you travel a lot for work

you are engaged

- Listen to your friend's news and respond/show interest.
- End the conversation.



**Student B**

You are in a shopping centre. You are walking around and looking at the store windows. Suddenly, a childhood friend sees you in a store and starts a conversation with you.

- Say hello.
- Listen to what your friend says and respond/show interest.
- Share your news:

you have a toy store in this shopping centre

you are married and have two kids

you are thinking about moving house

- End the conversation.

**Yaşar University English Preparatory Class**  
**Pre-Intermediate Listening & Speaking**  
**Formative Assessment Task – Unit 2**

**Student A**

You are a business person. You need to book a bus ticket from Oxford to Heathrow Central Bus Station. You should be there at 4 a.m. Ask the following information to the ticket agent (Student B) and buy a ticket.

- Ask about the first bus to Heathrow Central Bus Station.
- Ask how often the buses to Heathrow Central Bus Station leave.
- Ask for more information:
  - ticket price per person?
  - Wi-Fi on the bus?
  - pay by card?

**Student B**

You are a ticket agent at a bus ticket counter. Check the information in the timetable below and sell a ticket to the customer (Student A).

| the airline OxfordHeathrow                             |                                                                                                                                                         |                                                                                                         |                                                                      |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| towards Heathrow                                       |                                                                                                                                                         | towards Oxford                                                                                          |                                                                      |
| departure times from<br>Oxford Gloucester Green, bay 7 |                                                                                                                                                         | departure times from<br>Heathrow Central Bus Station &<br>Terminal 5, stand 10                          |                                                                      |
| to<br>Heathrow Terminal 5                              | travel time<br>80 mins                                                                                                                                  | to<br>Lewknor Turn                                                                                      | travel time<br>50–60 mins                                            |
| Heathrow Central Bus Station                           | 90 mins                                                                                                                                                 | Oxford City Centre                                                                                      | 80–90 mins                                                           |
| from Oxford<br>daily                                   | <ul style="list-style-type: none"> <li>0000</li> <li>0200</li> <li>0400</li> <li>0430</li> <li>0500</li> <li>0530</li> </ul>                            | from Central Bus Station<br>daily                                                                       | from Terminal 5<br>daily                                             |
| then every<br>30<br>minutes<br>until                   | • these journeys depart from<br>bay 13; the coaches show LGW<br>Gatwick on the front and only<br>serve Heathrow Central Bus<br>Station (not terminal 5) | 0005 2020<br>0150 2040<br>0350 2110<br>0540 2140<br>0610 2210<br>0640 2240<br>0710 2310<br>0750<br>0820 | 0550 2150<br>0620 2220<br>0650 2250<br>0720 2320<br>0800<br>0830     |
| 2100<br>2130<br>2200                                   |                                                                      | then every<br>30<br>minutes<br>until<br>1950                                                            | then every<br>30<br>minutes<br>until<br>2000<br>2030<br>2050<br>2120 |

Prices: adult 10 £ / student: 8 £

\*possible to pay by card



**Yaşar University English Preparatory Class  
Pre-Intermediate Listening & Speaking  
Formative Assessment Task – Unit 4**

**Student A**

You want to invite your friend to drink coffee together at the weekend. You do not have much to do this weekend. Check your schedule below. Make time for yourself to think. Suggest meeting in your available time.

|             | Saturday | Sunday          |
|-------------|----------|-----------------|
| 10:00-12:00 | gym      | free            |
| 16:00-17:00 | free     | visit mom       |
| 18:00-19:00 | free     | clean the house |
| 19:00-20:00 | free     | walk the dog    |



**Student B**

Your friend wants to make a plan with you for the weekend. You want to make a plan too, but you are very busy this weekend. Look at your schedule below and try to make a plan with your friend. Make time for yourself to think. Suggest meeting in your available time.

|             | Saturday               | Sunday             |
|-------------|------------------------|--------------------|
| 10:00-13:00 | free                   | family brunch      |
| 13:00-15:00 | shopping               | visit grandparents |
| 16:00-17:00 | free                   | free               |
| 18:00-20:00 | go to a football match | free               |

**Yaşar University English Preparatory Class  
Pre-Intermediate Listening & Speaking  
Formative Assessment Task – Unit 7**

**Student A**

You are a doctor. Listen to your patient, ask questions about his/her health problem and give advice.

- The problem?
- When / start?
- Where / hurt?
- What / other symptoms?
- Take anything for the pain?
- Tell your patient it is not important. It's probably a cold.
- Suggest having a rest / taking pills / drinking herbal tea / taking vitamins etc.
- Will call back for some tests



**Student B**

You are a patient. Tell the doctor about your problem and give details. Listen to his/her advice and respond.

- Throat / hurt
- Headache ✓, runny nose ✓, sleep X
- Extremely tired, for 5 days
- Took some pills, they / not help
- Show concern/relief.
- End the conversation.



**Yaşar University English Preparatory Class  
Pre-Intermediate Listening & Speaking  
Formative Assessment Task – Unit 9**

Option 1

**Student A**

- Call the reception and ask for Ms Anderson. Introduce yourself.
- Tell the secretary your message: "Ms Anderson should immediately call me back."
- She doesn't have your number.

**Student B**

- You're Ms Anderson's secretary. She is not in the office right now.
- Take the caller's message. Ask if Ms Anderson has got the caller's number, if not, ask and take a note.
- Tell the caller you missed his/her words. Make him/her repeat.
- Tell the caller that Ms Anderson will call him/her back.



Option 2

**Student A**

Call your friend to ask him/her something about school. Ask if he/she is free to talk.

**Student B**

Answer your friend's phone call. He/she needs to ask you something about school, but you are busy. Ask him/her to call you back later.

## APPENDIX 7

## SELF-EVALUATION FORM

**PRE-INT SPEAKING SKILLS  
FORMATIVE ASSESSMENT FEEDBACK FORM**

**SECTION 1: To be completed by the student:**

|                                                         |  |
|---------------------------------------------------------|--|
| Student name:                                           |  |
| Track / Class:                                          |  |
| Task Unit:                                              |  |
| Action point(s) from the previous task (if applicable): |  |

**SECTION 2: To be completed by the student/teacher:**

(Remember that you need to fill this form to get feedback)

Use the checklist and symbols below to assess your performance:

|                                                                                     |                                |
|-------------------------------------------------------------------------------------|--------------------------------|
|  | I could do it easily.          |
|  | I could do it, but not easily. |
|  | I need help with it.           |

|                                                             | Student                                                                             |                                                                                      |                                                                                       | Teacher                                                                               |                                                                                       |                                                                                       |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                             |  |  |  |  |  |  |
| 1. I followed the prompts of my role correctly.             |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
| 2. I had a meaningful communication with my partner.        |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
| 3. I did not need much help to keep the conversation going. |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
| 4. I spoke without long pauses.                             |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
| 5. I used most grammar structures correctly.                |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
| 6. I used different words/phrases to complete the task.     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
| 7. I used most words/phrases correctly.                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
| 8. My pronunciation was mostly clear and correct.           |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |



**SECTION 3: To be completed by the student:**

Please complete this section **after** your feedback session with your teacher and send a copy to your teacher.

|                                                            |
|------------------------------------------------------------|
| <b>What action plan did you and your teacher agree on?</b> |
|                                                            |

