

**AN ANALYSIS OF THE LANGUAGE LEVELS OF THE EIGHTH (8TH)
GRADERS IN STATE PRIMARY SCHOOLS IN TURKEY ACCORDING TO
COMMON EUROPEAN FRAMEWORK CRITERIA AND CONTENT**

Öznur KUL SARICA

August, 2009

Denizli

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COMMON EUROPEAN FRAMEWORK CRITERIA AND CONTENT**

**Pamukkale University
Institute of Social Sciences
Master of Arts Thesis
English Language Teaching Department**

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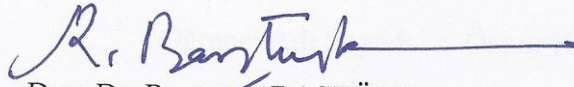
Supervisor: Asst. Prof. Dr. Recep Şahin ARSLAN

August, 2009

Denizli

YÜKSEK LİSANS TEZİ ONAY FORMU

İngiliz Dili Eğitimi Anabilim Dalı öğrencisi Öznur KUL SARICA tarafından Yard. Doç. Dr. Recep Şahin ARSLAN yönetiminde hazırlanan “Türkiye’de Milli Eğitim Bakanlığına Bağlı İlköğretim Okullarında 8. Sınıf Düzeyindeki Öğrencilerin Avrupa Ortak Çerçevesi Kriterleri Ve İçeriği Açısından Dil Düzeylerinin İncelenmesi” başlıklı tez aşağıdaki jüri üyeleri tarafından 31/08/2009 tarihinde yapılan tez savunma sınavında başarılı bulunmuş ve Yüksek Lisans Tezi olarak kabul edilmiştir.



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Müdürü

Bu tezin tasarımı, hazırlanması, yürütülmesi, arařtırmalarının yapılması ve bulguların analizlerinde bilimsel etięe ve akademik kurallara riayet edildiđini; bu alıřmaların dođrudan birincil ürünü olmayan bulguların, verilerin ve materyallerin bilimsel etięe uygun olarak kaynak gösterildiđini ve alıntı yapılan alıřmalara atfedildiđini beyan ederim.

İmza



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ÖZET

TÜRKİYE’DE MİLLİ EĞİTİM BAKANLIĞINA BAĞLI İLKÖĞRETİM OKULLARINDA 8. SINIF DÜZEYİNDEKİ ÖĞRENCİLERİN AVRUPA ORTAK ÇERÇEVESİ KRİTERLERİ VE İÇERİĞİ AÇISINDAN DİL DÜZEYLERİNİN İNCELENMESİ

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Globalleşen dünyamızda iletişim günden güne önem kazanmaktadır. Bunun sonucu olarak, dil öğrenimi dünyamızda önemli hale gelmiştir. Yabancı bir dil öğrenmek insanlara daha fazla kitleye ulaşma özgürlüğü ve bilgiye daha kolay ulaşma imkânı tanımaktadır. Bu sebeple ülkemizde dil öğretimi konusunda yakın zamanda reformlar yapıldı. Milli Eğitim Bakanlığı daha iletişimsel, daha kullanım odaklı ve dolayısıyla çok daha işlevsel olmak üzere hazırlanmış yeni bir müfredat, yeni bir dil öğretim programı ve yeni ders kitapları öne sürdü. Bu araştırma, Avrupa dil politikaları üzerine yapılan çalışmaların bir Avrupa Konseyi üye ülkesi olarak Türkiye’nin Avrupa Birliğine bütünleşme sürecinde atılacak adımlara ışık tutacağı ve faydalı olacağı düşünülmüş yapılmıştır.

Bu çalışmanın amacı Türkiye’de Milli Eğitim Bakanlığına bağlı ilköğretim okullarında 8. sınıf düzeyindeki öğrencilerin Avrupa Ortak Çerçevesi Kriterleri ve İçeriği açısından yazma ve okuma becerileri ile kelime ve dilbilgisi düzeylerini araştırmaktır. Türkiye’de Milli Eğitim Bakanlığına bağlı ilköğretim okullarında sekizinci sınıf düzeyindeki öğrencilerin Avrupa Ortak Çerçevesi Kriterleri ve İçeriği açısından A2 düzeyine ulaşabilecekleri iddiası çalışmaya konu olmuştur.

Yukarıdaki amaçları takiben, bir araştırma düzeni hazırlanmış ve pilot çalışmanın ardından esas çalışma gerçekleştirilmiştir. Çalışmanın evrenini Türkiye’deki ilköğretim okulları, örneklemini Aydın ili, Kuyucak ilçesindeki ilköğretim okullarında 2008-2009 eğitim öğretim yılında eğitimine devam eden, İngilizceyi yabancı dil olarak öğrenen 209 ilköğretim sekizinci sınıf öğrencileri oluşturmuştur. Öğrencilerin tümü başlangıç seviyesindedir ve son beş yıl süresince İngilizce dersi almışlardır.

Çalışma için Milli Eğitim Bakanlığı tarafından hazırlanan ilköğretim İngilizce dersi öğretim programı incelendi ve Avrupa Ortak Çerçevesi içeriği A2 düzeyi kriterleri ile karşılaştırıldı. Ayrıca eğitim yılının sonunda öğrencilere Avrupa Ortak Çerçevesi kriterleri ve içeriğine uygun bir anket ve sınav uygulandı ve sonuçları değerlendirildi.

Elde edilen veriler Sıklık, Güvenilirlik ve Pearson Korelasyon teknikleri kullanılarak SPSS (16.00) Sosyal Bilimlerde İstatistiksel Analiz programı ve Microsoft Office 2007 Excel programıyla değerlendirilmiştir. Yapılan anketin sonucu katılımcıların yalnızca yüzde yirmi üçünün kendilerini İngilizce okuma ve

yazma becerileri ile kelime ve dilbilgisinde başarılı hissettiğini göstermiştir. Bu da katılımcıların başarısızlığa alışkın olduğu anlamına geliyor. Sınavın sonucu ise Kuyucak'ta yalnızca yüzde beş başarı sağlandığını gösteriyor ki bu Milli Eğitim Bakanlığı'nın hedeflerinin yüksek fakat ulaşılabilir düzeyde olduğu anlamına gelebilir. Bunlara ek olarak Milli Eğitim Bakanlığı tarafından hazırlanan ilköğretim İngilizce dersi öğretim programı ile Avrupa Ortak Çerçevesi içeriği A2 düzeyi kriterlerinin karşılaştırılması sonucu ilköğretim İngilizce dersi öğretim programının A2 düzeyinde olduğu görülmektedir. Çalışmada sonuç olarak, Türkiye' de Milli Eğitim Bakanlığı'na bağlı ilköğretim kurumlarında yabancı dil öğretimi sürecinde, çok dilli ve çok kültürlü yabancı dil dersi programları, ders kitapları, içerik, yöntem ve yabancı dil dersi öğretmenlerinin son gelişmelerle ilgili hizmet-içi eğitim ihtiyaçları konularında çözüme yönelik acil adımlar atılması gerektiği vurgulanmaktadır.

Anahtar Kelimeler: Gençlere Yabancı Dil Öğretimi, Dil Öğretiminin Değerlendirilmesi, Avrupa Ortak Çerçevesi Kriterleri ve İçeriği, İngiliz Dili Eğitimi

ABSTRACT

AN ANALYSIS OF THE LANGUAGE LEVELS OF THE EIGHTH (8TH) GRADERS IN STATE PRIMARY SCHOOLS IN TURKEY ACCORDING TO COMMON EUROPEAN FRAMEWORK CRITERIA AND CONTENT

Kul Sarıca, Öznur

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In our globalizing world, communication is gaining importance day by day. As a result of this, language learning becomes important all over the world. Learning foreign language gives people freedom to communicate with more people and access information more easily. For this reason, in our country, revisions have been done in case of teaching language recently. Ministry of Education brought out new curriculum, new syllabus, and new course books which are prepared to be more communicate, more functional, and as a result, much more useful.

The purpose of this study is to investigate language levels of 8th graders in state primary schools in Kuyucak, Aydın according to Common European Framework criteria and content in terms of reading and writing skills and knowledge of grammar and vocabulary. It is hypothesized that in Turkey, 8th grade students in state primary schools reach the level of A2 according to Common European Framework criteria.

Following the purposes previously mentioned, the research was conducted through a survey methodology. After the piloting, the main study was carried out. The research universe includes all of the primary schools in Turkey, and sample for the research includes 209 primary school students learning English as a foreign language at Kuyucak, Aydın in 2008-2009 academic year. The students were all beginner level students of English, and they had been learning English for five years.

During the study, the English language curriculum for primary education which was developed by the Ministry of Education was investigated and compared to A2 level of Common European Framework criteria and content. In addition, at the end of the academic year, the students were given a proficiency test prepared to test student's language levels according to Common European Framework criteria, and the results were evaluated.

The data obtained from the instruments were analyzed through Pearson Correlation, Frequency and Reliability Scale Analyses design by using Statistical Package for Social Sciences (SPSS 16.00) and Microsoft Office 2007 Excel

programs. The results of the questionnaire show that 23 per cent of the students feel adequate in English reading and writing ability and knowledge of grammar and vocabulary, which means that students are accustomed to failure. Our findings reveal that in Kuyucak, only 5 per cent of the students passed the exam. This means that the goals of the Ministry of Education are high but reachable. The performance of the students in English as a foreign language in primary schools grade 8 was not equal to the CEF A2 Basic level as expected in the curriculum. In addition, the comparison of the English language curriculum for primary education which was developed by the Ministry of Education and A2 level of Common European Framework criteria and content confirmed that the Ministry of Education aims at the 8th graders to reach A2 level according to CEF. Consequently the study concludes by outlining that urgent steps must be taken to solve the problems in foreign language learning and English language teaching process in secondary schools in terms of multilingual and multicultural curricula, course books, content, methodology and in-service training of foreign language teachers.

Keywords: Adolescents as Language Learners, Assessing Language, Common European Framework, English Language Teaching

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LIST OF ABBREVIATIONS

CEF	Common European Framework
MOE	Ministry of Education
ELT	English Language Teaching
EFL	English as a Foreign Language
ELP	English Language Portfolio
KET	Key English Test
ESOL	English for Speakers of Other Languages

CHAPTER ONE

INTRODUCTION

1.1. Introduction

In our globalizing world, communication is gaining importance day by day. As a result, language learning becomes important all over the world since learning a foreign language gives people freedom to communicate with more people and access information more easily.

English is taught and learnt widely all around the world. Carson (2008) reports that one billion people around the World learn English today. He also states that English is the international language of diplomacy, business, science, technology, banking, computing, medicine, aviation, UN & NATO armed forces, engineering, tourism, Hollywood films and arguably the best pop and rock music in the world. Similarly, Hohental (1998) reports that English is spoken by 750 million people and used more than any other language around the world. Moreover, she claims English as the first global and dominant official language in over 60 countries. Matsuura, Chiba and Yamamoto (1995) on the same ground, claim that English is the principal means of intercommunication. Moreover, in a similar research carried out by Micheli (2001) English has been seen as prestigious. Hence, such views of various researches show the importance of learning English worldwide.

With a purpose to disseminate learning and teaching foreign language in Europe, the CEF was published. The CEF was published in 2001 and since then it has been rapidly becoming the standard reference document for teaching and testing languages in Europe. The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.

across Europe. It describes in a comprehensive way what language learners have to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. The framework divides learners into three broad divisions which can be divided into six levels. These six levels are an interpretation of the classic division into basic, intermediate and advanced. The participants who are at A1 (Breakthrough), and A2 (Waystage) levels are Basic Users, who are at B1 (Threshold) and B2 (Vantage) levels are independent users, and who are at C1 (Effective Operational Proficiency) and C2 (Mastery) levels are proficient users (Common European Framework of Reference for Languages, 2001).

The CEF of Reference for languages describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level. The learner, who reaches A2 level, is called as waystage according to global scale which is equal to basic user. According to the CEF a learner who reaches A2 level can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment), can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, and can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Internationalization has been a crucial issue in the European educational system in recent years and Turkish government has adopted this concept in the new curriculum for teaching English. In Turkey, the reform has been done in case of teaching language recently; the Ministry of Education (MOE) brought out new curriculum, new syllabus, and new course books which are prepared to be more communicative, more functional, and as a result, much more useful. Common European Framework (CEF) and Reference for Languages Project has been in effect in Turkey by the MOE since 2001. According to the Project, the aim is for students who graduate from 8th grade to reach A2 level of CEF (Demirel, 2005).

1.2. Background of the Study

For Turkey although it is neither a national nor an official language, English is the foreign language which is mostly studied. Karahan (2007) claims that to put forward a reason, Turkish students recognize the importance of English as an instrument to get a better job or have higher status in the society. Teaching and learning of the English as a world language has gained importance especially after 2001 in Turkey (Demirel, 2005). Carson (2008) suggests that the study of English provides skills that have multiple applications in many career fields. However, it has not reached the desired level so far in Turkey because individual differences are not taken into consideration in our present language education system (Karahana, 2007). As the starting age to teach a foreign language has been lowered to the primary school levels, language teaching process has had to appeal to the needs of different age groups such as young learners and teenagers. In Turkey, learning a foreign language has expanded into primary education curriculum since 1997. When the students reach the 8th grade they are at the age of 14. So the 8th grade students are not young learners any more, but they are in a period of transition to adolescence. As a result, those students who are at the 8th grade, have different interests and needs.

The term young learners refers to children from the first year of formal schooling (6 years old) to 11 years old. In Turkey, students start formal education at the age of 6 and they start learning English when they reach the 4th grade at the age of 10. The way that young learners and adults or teenagers learn is different. Adolescence is the period of psychological and social transition between childhood and adulthood. It usually starts at about the age of 14 in males, and the age of 12 in females. (Ersöz et al., 2006). Dramatic changes take place in intellectual functions during adolescence. The ability to understand complex problems develops gradually. As they have different interests, age etc. it can be thought that their way of learning a foreign language and material needs can differentiate, as well (Perret, Anne, Resnick, & Pontecorvo, 2003).

Recently, Common European Framework which provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, text books,

etc. across Europe, suggests ‘thinking globally and acting locally’ in the perspective of preparing the students for a changing world. According to CEF criteria and content, Cambridge ESOL prepares examinations to test learners’ language levels. Cambridge prepares tests according to different needs, levels and ages of the learners. Key English Test (KET) for schools Examination is an A2 level test which is prepared for primary school students.

There are several studies that can be found in the literature about Common European Framework and Reference for Languages Project and Foreign Language Teaching Education in Turkey. For example in his thesis, Göçerler (2006) aims to investigate student’s own assessment of their performance of speech acts at A1-A2 levels as described in the CEF. According to him, students have not acquired the desired understanding of autonomy. Another research aims to determine the similarities and differences between the English Curricula applied in primary education in European Union (EU) countries and Turkey (Tok, 2006). Accordingly, English curriculum in Turkey is designed as compatible with Common European Framework.

Furthermore, there are studies similarly titled. The first MA thesis is titled as ‘A suggested writing syllabus for students at proficiency level A2 waystage defined in common European framework of reference for languages’ (Barışgan, 2006). In his thesis Barışgan (2006) states the significance of writing materials in language teaching courses and tries to provide an ideal writing course book prepared for the A2 target level students. The next one is titled as ‘A suggested reading syllabus for C1 (effective operational proficiency) level defined in common European framework of reference for languages’ (Kazazoğlu, 2006). In her thesis, Kazazoğlu (2006) mentions the significance of reading materials in language teaching courses and tries to provide an ideal reading course book prepared for the C1 target level students. The third unpublished MA thesis in the same context is titled as ‘A suggested 'speaking' course syllabus in C1 (proficiency) level defined in the common European framework’ (Irmak Akan, 2007). In her thesis, Irmak Akan (2007) states the importance of speaking materials in language teaching courses and tries to provide an ideal speaking course book prepared for the C1 target level students. Finally, the MA thesis titled as ‘A suggested reading syllabus for A2 (waystage) level learners in regard to the European language portfolio based on the common European framework of references for

languages' (Bakla, 2006). In his thesis, Bakla (2006) suggests the significance of reading materials in language teaching courses and tries to provide an ideal reading course book prepared for the A2 target level students. Moreover, there is an MA thesis titled as 'The Effectivity of task-based activities on vocabulary competence designed in accordance with the common European framework' (Cebeci, 2006). In her thesis, she tries to find out the effectiveness of the task-based language teaching by comparing it with traditional language teaching in Turkey. Another MA thesis specifies as mentioned in the title 'Evaluating the appropriateness of common European framework and European language portfolio pilot studies on the primary school language program in Turkey' (Durmaz Yılmaz, 2005). On the other hand, Hamurabi Sözen (2005) focuses on the multiculturalism and curriculum design in her MA thesis called as 'Common European framework of references in terms of multiculturalism and curriculum evaluation of Başkent University English language school.'

Additionally, Taşgın (2002) studied on the subject 'General comparison of the state and private elementary schools in EU countries and Turkey'. Another MA thesis is by Uzunyayla (2007) about 'Policies of education and employment in the integration period with European Union'. In her thesis, she considers the structuring of education politics in Turkey and European Union after 1990, which is influenced by the effect of employment politics. Another similar subject studied by Göktaş (2003) as MA thesis is called as 'A comparative study between the European Union Countries' and Turkey's education systems regarding the integration of information and communication technologies'.

Apart from these subjects, Mermut (2005) studied on the subject about ELT education as 'A comparison of English language teacher education programs in some European Union countries (Germany, Austria, Italy, and Finland) and Turkey'. Bardakçı İnan (2005), on the other hand, studied on the subject about higher education as 'The European union education programs-Erasmus and Turkish higher education: the case as a MA research. Additionally, Dağ (2008) aims to investigate the Turkish students' performance in English as a foreign language at secondary level (grade 1) within Common European Framework of References for Languages: learning, teaching, assessment (CEFR) and also to investigate the qualities of course books used in foreign language courses at this level in her thesis titled as assessing Turkish students'

performance in English as a foreign language at secondary level within common European framework. The study also investigates the foreign language course hours, course content, curriculum and foreign language teachers' need for in-service training about Common European Framework and the developments in language policies of Europe.

In the field of education policies, there is an MA thesis named 'In the process of full membership European Union education policies and their effects on Turkish Education system' (Aydiner, 2006) as well. In addition, there is a PhD dissertation by Topsakal (2003) nearly about the same title as 'Education policies, European Union and the integration of Turkish Education system to these policies'. Besides, Gülcan (2003) studied as PhD dissertation about the subject 'The Structural problems of Turkish educational system in the process of candidacy to the European Union and structural adaptation model study'. He concentrates on the subject about the adaptation model of Turkish Educational System to the European Union in his research and he tries to develop a model with the help of some educators (teachers, administrators and elementary education inspectors) to provide the solutions for the present problems.

There are many researches in the field of education in Turkey and the CEF studied in Turkey; however the closest subjects to this research are presented in this section. However, there is hardly any much detailed research which deals with the CEF from the perspectives of students and the syllabus recommended by the MOE.

1.3. Statement of the Problem

In Turkey, children begin to study English at the 4th grade, at the age of 10 in state primary schools, and they have 3 class hours of English per week. The curriculum of the MOE has some aims and goals for the students for each year and the students are expected to reach these goals. The goal of the MOE for the primary school level is to reach the level A2 according to the CEF (Demirel, 2005). According to foreign language teaching regulations of the MOE, the aim of Turkish education system is to provide students with positive attitudes towards English. Accordingly, for the 4th and 5th grades of primary schools, 3 hours of English lesson per week is compulsory since

2006. It is 4 hours per week for the 6th, 7th and 8th grades. There were some important changes on the course books of the 6th, 7th and 8th grades in 2008. The course books were renewed according to new language teaching approaches and techniques (Ersöz et al., 2006).

The Common European Framework of Reference for Languages has been produced by the Council of Europe, and it is keeping up with its goals of enhancing international communication, promoting mobility and increasing tolerance and respect for cultural diversity. It aims to provide a comprehensive, transparent and coherent framework for language teaching (Common European Framework of Reference for Languages, 2001). A scale of Common Reference levels describes learner performance in six levels, which are called breakthrough, waystage, threshold, vantage, effective operational proficiency and mastery; and in five kinds of skill, which are listening, reading, spoken interaction, spoken production, and writing.

The MOE aims at the 8th grade students to reach waystage (A2) level, and curriculum had been designed accordingly. This study aims to find out if the curriculum of MOE matches with the criteria of waystage (A2) level of the CEF, and if the 8th grade students in state primary schools really reach the goals of the curriculum of MOE in Kuyucak, Aydın in terms of reading and writing skills and knowledge of grammar and vocabulary.

1.4. Purpose and Significance of the Study

What this research aims is to investigate the extent the curriculum of the MOE matches with the criteria of the CEF level of A2 in terms of reading and writing skills, and knowledge of grammar and vocabulary, and the extent the 8th grade students in state primary schools reach the goals of the curriculum of the MOE in Kuyucak, Aydın in terms of reading and writing skills and knowledge of grammar and vocabulary. It is hypothesized that in Kuyucak, Aydın, 8th grade students in state primary schools reach a level of A2 according to Common European Framework criteria in terms of reading and writing skills and knowledge of grammar and vocabulary. The subjects of the study were 8th graders because they attended the whole primary education and they covered

the whole English curriculum. This topic is important because results of the renovation done by the MOE in Turkey will be revealed.

This study will help us to shed a light into teaching and testing reading and writing skills and knowledge of grammar and vocabulary in classroom and apply an appropriate educational strategy in EFL classes. The study will also provide some invaluable information for language teachers in that it will give teachers an opportunity to observe how their students feel about their own language efficiency in terms of reading and writing skills. Since there is not any research directly related to the language levels of 8th graders according to the CEF in Turkey, this study will form a base for future studies.

1.5. Research Questions

This study addresses the following research questions;

1. To what extent does the curriculum of 8th graders' English language programs in state schools match with the criteria of the CEF level of A2?
2. What are the 8th grade students' English language levels in terms of reading, writing, vocabulary and grammar in Kuyucak, Aydın?
3. To what extent do the 8th grade students in state primary schools in Kuyucak, Aydın reach the goals of the curriculum of the MOE in terms of reading, writing, vocabulary and grammar?
4. What are the perceptions of students towards their own language level in terms of reading, writing, vocabulary and grammar?
5. Do the students' perceptions towards their own language level in terms of reading, writing, vocabulary and grammar affect their performance?
6. Is there a correlation between the students' language level and their perception towards their own language level in terms of reading, writing, vocabulary and grammar?

1.6. Assumptions and Limitations of the Study

This study was limited to 8 primary schools in Kuyucak, Aydın. It is assumed that 8 schools represent the sample group. It is assumed that the sample group is homogeneous in terms of their language learning background, and the language teachers have the same English language teaching experience. For this reason, it is not possible to generalize the results of this study to all the 8th graders in Turkey. In addition, this study only looked at the reading and writing skills and knowledge of grammar and vocabulary; speaking and listening skills were not included in the study.

1.7. Outline of the Study

The study consists of five chapters. Chapter One provides an introduction to the topic and explains the background of the study with the research questions and hypotheses. It also gives information about the objectives and significance of the study.

Chapter Two is a review of the relevant literature. It begins with the characteristics of adolescents in language education. After a brief explanation about testing reading and writing skills, it gives information about language teaching curriculum in Turkey in detail. Then, it proceeds with the information about CEF, and Cambridge Examinations. It ends with information about KET for Schools Examination.

Chapter Three explains the methodology adopted in the study by elaborating on such issues as setting, participants, instruments, procedures and data analysis.

Chapter Four is devoted to the analysis of the data collected during the study and it discusses the obtained results.

Chapter Five explains the conclusions and implications of the study. This chapter also gives suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews literature on language syllabus of the primary education suggested by the MOE, and a brief introduction to the CEF, testing language skills, the definition of adolescent language learners, educational theories about adolescents. These issues are examined under four main sections; section 2.2 introduces language syllabus of the primary education suggested by the MOE and, section 2.3 presents a brief introduction to the CEF and the KET. Section 2.4 provides a review on the educational theories under the title of ‘Testing Language’ while section 2.5 gives a review on the definition of adolescent learners.

2.2. Curriculum of the Ministry of Education in Turkey

Internationalization has been a crucial issue in the European educational system in recent years. Turkish government has adopted this concept in the new curriculum for teaching English. English is not taught as merely a foreign language but also an international language to communicate and understand diverse nationalities and races.

Turkey is one of the member nations of the Council of Europe since 1949. According to Mirici (2008), Turkey has completed the process of piloting the use of English Language Portfolio and The Ministry of National Education has “introduced a new English language curriculum based on the CEFR and ELP and aims to introduce a nationwide ELP use through electronic format of the validated models for 10-14 and 15-18 years of age groups” (p. 29). In addition, Turkey has been a member of Socrates

Project since 24th January 2000. As a result of this, the language teaching methods which are used in European countries have been adopted in our country too. The Common European Framework of Reference for Languages forms equipment according to a common standard for language teaching. Today, language teaching is done according to this frame program in whole European countries. (Demirel, 2005)

Regarding the rationale behind CEF, in the new English language teaching curriculum it is emphasized that multilingualism and plurilingualism are highly encouraged in our world because countries need people who can speak at least one foreign language to strengthen their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the means of communication among people with different native languages. Furthermore, English is the official working language of the United Nations and NATO, of which Turkey is a member. Most of the scientific meetings, conferences, symposiums, business meetings and agreements, and international trade and the like are held in English. These facts increase the general educational value of English, and make it an indispensable part of the school curriculum. (Ersöz et al., 2006)

2.2.1. Syllabus for the Primary Education

In the English language teaching curriculum, the answer for which approach to course design should be adopted is looked for. Given the fact that in recent years, the shift has moved from more teacher-centered approaches to more learner and learning-centered approaches, process-oriented approaches to curriculum design should be adopted. The basic theoretical hypothesis in process-oriented approaches is that underlying any language behavior are certain skills and strategies which the learners use in order to comprehend or produce discourse. The learning situation is important since learners become aware of their abilities and potential in the learning situation. Understanding how learning takes place is also important because it motivates learners to tackle with target language tasks on their own even after the end of the course which leads to learner autonomy.

For the 4th and the 5th grade, students have 3 hours of compulsory English language courses per week, and for the 6th, the 7th, and the 8th grades, students have 4

hours of compulsory English language courses per week. The syllabus is designed accordingly. Each unit is to be covered in approximately two weeks. The aim is not to finish units but to teach English to the students. Consolidation units can be covered in 2 hours in one week. Tasks (projects) that are assigned for each unit can be kept in a dossier by the students, and teachers can give feedback after the consolidation unit. Students can also share their projects with their peers in the class (Ersöz et al., 2006). For the list of linguistic and sociolinguistic competence levels and the items students who complete the primary education are expected to show please see Appendices 1, 2, 3 and 4.

2.2.2. Syllabus for the 8th Grades

For the 8th grade, students have 4 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: Part A and Part B. Part A is designed for those who take 4 hours of compulsory English. Part B is designed for those who take 4 hours of English (4 + 2). Part B does not present any new information but aims to reinforce and enrich the things that have been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 6 hours per week. The aim is not to finish units but to teach English (Ersöz et al., 2006).

Tasks (projects) that are assigned for each unit can be kept in a dossier by the students and teachers can give feedback to those in the elective course hours. Students can also share their projects with their peers in the class (Ersöz et al., 2006).

Assuming that students have mastered the general goals of the 7th grade, students who complete this grade are expected to show the following linguistic competence levels.

- a. Have a repertoire of basic language which enables them to deal with everyday situations with predictable content though they will generally have to compromise the message and search for words.
- b. Use some simple structures correctly, but still systematically makes basic mistakes—for example tends to mix up tenses and forget to mark agreement: nevertheless, it is usually clear what they are trying to say.

- c. Have pronunciation that is generally clear enough to be understood despite a noticeable foreign accent but conversational partners will need to ask for repetition from time to time.
- d. Write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.
- e. Copy short sentences on everyday subjects — e.g. directions how to get somewhere.
- f. Socialize simply but effectively using the simplest common expressions and following basic routines.
- g. Perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.
- h. Make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.

(Ersöz, et al., 2006, p. 200)

In order to fulfill the above mentioned objectives, the following structures are suggested:

- adjectives and adverbs (bad vs badly)
- Past progressive (+s. past) When/while
- Past progressive (+s. past) When/while, affirmatives, negatives, questions, Wh- questions
- Present perfect “Ever/never/before”, when + s.past, affirmatives, negatives, questions, Wh- questions
- Present perfect “Just/already/yet”, affirmatives, negatives, questions
- Present perfect “for / since”, How long, affirmatives, negatives, questions
- why, because, in order to
- too and enough + adjectives and adverbs
- adjectives and adverbs (with prefixes, suffixes) (boring-bored)
- If clause type 1 (revision)
- in case, so that
- Modals
- Imperatives
- would rather, had better, prefer
- Tenses studied before

(Ersöz, et al., 2006, p. 201)

As for contexts (situations and texts), the following can be used for the students who attend the 6th, 7th and 8th grades:

- informal inter-personal dialogues and conversations between people
- short recorded dialogs and passages
- short, simple reading texts
- visuals (pictures, drawings, plans, maps, grids, flags, cartoons, caricatures, photos, shadows, models, Charts, puppets, etc.)
- OHP and transparencies
- phrases and sentences

- student conversations
- teacher-talk
- anecdotes
- common everyday classroom language
- Short descriptive paragraphs
- games (TPR games, Spelling games, Categorization games, ball games, Miming games, board games, group games, dicto-games, etc.)
- stories (story telling / story reading)
- drama and dramatization
- songs, chants and rhymes
- poems, riddles, jokes, tongue twisters
- handcraft and art activities
- Word puzzles, word hunts, jumbled words, word bingo
- Recorded sounds (animals, nature, etc.)
- Drawing and coloring activities
- Connect the dots and maze activities
- Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, TV Guides, Classroom rules, Menus, Food price lists, Personal letters, postcards, e-mails, SMS, chat messages, Speech bubbles, brochures and leaflets, flyers, road signs and traffic signs, newspaper headlines, extracts from magazines, etc)
- Information gap activities, opinion gap activities
- videotapes, -cassettes, -discs;
- audiotapes, -cassettes, -discs;
- registration forms (hotel/ immigration office/ custom's office, etc)
- diaries, memos, labels, signs and notices, Questionnaires, etc.
- scales, shapes, measurement units, containers, etc.
- Birth certificates
- Interviews
- photo albums
- short TV programs, video extracts
- visualization activities, quotes or slogans (from NLP on setting outcomes), NLP stories, personality tests and their analyses
- vocabulary list/glossary
- mind mapping
- brainstorming
- indexes, content lists

(Ersöz, et al., 2006, p. 202)

2.3. Common European Framework

The Common European Framework has brought new trends in education systems throughout the world. The Common European Framework offers a common theme for the language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. As it is stated in the reference book called, *Common European*

Framework of Reference for Languages: learning, teaching, assessment (2001), the framework shows “what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (p. 1). In addition to this, the “Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis” (*Common European Framework of Reference for Languages: learning, teaching, assessment*, 2001, p.1).

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages (*Common European Framework of Reference for Languages*, 2001).

Furthermore, once it is recognized that language learning is a lifelong task, the development of a young person’s motivation, skill and confidence in facing new language experience out of school comes to be of central importance. The responsibilities of educational authorities, qualifying examining bodies and teachers cannot simply be confined to the attainment of a given level of proficiency in a particular language at a particular moment in time. The full implications of such a paradigm shift have yet to be worked out and translated into action. The recent developments in the Council of Europe’s language program have been designed to produce tools for use by all members of the language teaching profession in the promotion of plurilingualism. In particular, The European Language Portfolio (ELP) provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognized. For this purpose, CEF not only provides a scaling of overall language proficiency in a given language, but also a breakdown of language use and language competences which will make it easier for practitioners to specify objectives and describe achievements of the most diverse

kinds in accordance with the varying needs, characteristics and resources of learners (*Common European Framework of Reference for Languages*, 2001).

The framework can be used for various purposes. According to the handbook, the uses of the framework include:

1. The planning of language learning programmes in terms of:
 - their assumptions regarding prior knowledge, and their articulation with earlier learning, particularly at interfaces between primary, lower secondary, upper secondary and higher/further education;
 - their objectives;
 - their content.
2. The planning of language certification in terms of:
 - the content syllabus of examinations;
 - assessment criteria, in terms of positive achievement rather than negative deficiencies.
3. The planning of self-directed learning, including:
 - raising the learner's awareness of his or her present state of knowledge;
 - self-setting of feasible and worthwhile objectives;
 - selection of materials;
 - self-assessment.
4. Learning programmes and certification can be:
 - *global*, bringing a learner forward in all dimensions of language proficiency and communicative competence;
 - *modular*, improving the learner's proficiency in a restricted area for a particular purpose;
 - *weighted*, emphasising learning in certain directions and producing a 'profile' in which a higher level is attained in some areas of knowledge and skill than others;
 - *partial*, taking responsibility only for certain activities and skills (e.g. reception) and leaving others aside.

(*Common European Framework of Reference for Languages: learning, teaching, assessment*, 2001, p. 6)

The Common European Framework is constructed so as to accommodate these various forms. In considering the role of a common framework at more advanced stages of language learning it is necessary to take into account changes in the nature of needs of learners and the context in which they live, study and work. There is a need for general qualifications at a level beyond threshold, which may be situated with reference to the CEF. They have, of course, to be well defined, properly adapted to national situations and embrace new areas, particularly in the cultural field and more specialized domains. In addition, a considerable role may be played by modules or clusters of

modules geared to the specific needs, characteristics and resources of learners (*Common European Framework of Reference for Languages*, 2001).

2.3.1. Levels of the CEF Reference for Languages

The Framework aims “to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. As a result of this, the Common Reference Levels have been developed” (*Common European Framework of Reference for Languages: learning, teaching, assessment*, 2001, p. 22). According to Weir (2005) “CEF posits six levels of proficiency and defines these largely in relation to empirically derived difficulty estimates based on stakeholder perceptions of what language functions expressed by ‘Can-do’ statements can be successfully performed at each level” (p.281).

The CEFR describes foreign language proficiency levels as A1, A2, B1, B2, C1 and C2. Each level has verbal descriptors in the form of can-do statements relating to five language skill areas; listening, reading, spoken interaction, spoken production and writing. There are some critics about the limitations of the CEFR in the development of comparable examinations and tests (Weir 2005), however it can also be considered as a tool which guarantees an opportunity based education.

Here are the names of levels of Common European Framework of Reference for Languages just as stated in the reference book.

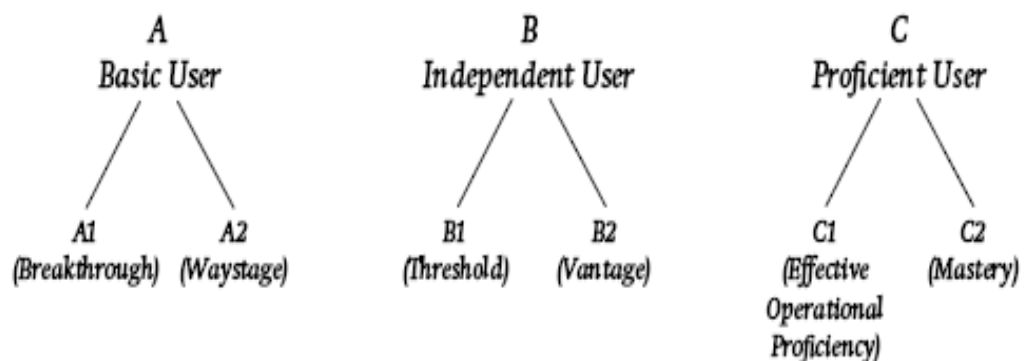


Figure 2.1. Levels of the CEF

(*Common European Framework of Reference for Languages: learning, teaching, assessment*, 2001, p. 23)

Table 2.1. shows the global scale of Common Reference Levels and their brief explanations:

Table 2.1. Common Reference Levels: Global Scale

B A S I C	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
I N T E R M E D I A T E	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
A D V A N C E D	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

(Adapted from *Common European Framework of Reference for Languages: learning, teaching, assessment*, 2001, p. 24)

One of the main characteristics of Europe is its diversity of languages and cultures (40 countries with more than 80 different languages and cultures) that view Europeans as multicultural and multilingual individuals. This results in the formulation of “linguistic diversity for the plurilingual individual ... as the overall guideline for a language education policy... so that Europeans should become plurilingual and intercultural citizens, able to interact with other Europeans in all aspects of their lives...” (Neuner, 2002, p. 8). Scharer and North (1992) state that ‘Increased worldwide interdependence and the vision of a common European house demand a multilingual Europe and make effective communicative language skills for everyone more and more indispensable’ (p. 3).

In his commentary, Fulcher (2004) provides a critical and historical review of the Common European Framework of Reference: Learning, Teaching, Assessment. He presents the CEF within the context of political and policy issues in Europe, and considers the role that the CEF is likely to play in that context, which is beyond the control of language testers. The dangers of institutionalization through political mandate are explored for test providers, test takers, and score users. It is argued that the CEF should be treated as just one of a range of tools for reporting test scores. According to him, in language testing and assessment, there is a desire for harmonization using the CEF as a tool and in some quarters this has led to an over-simplified approach to validity issues. It could equally be argued that harmonization means less diversity, and less choice, with one degree program looking very much like another. Rather than tackling the difficult questions, higher education appears to be increasingly driven by the political mandate set out in the Bologna declaration.

Although Little (2007) claims that the CEF is an extremely useful and influential instrument that has given and will continue to give valuable impulses for innovations in the teaching and learning of languages, Krumm (2007) states that in a world of social, cultural, and individual heterogeneity, one instrument and approach can neither address all situations and contexts nor meet all needs. Although the CEF is not intended to be applied uniformly to everybody, in some cases it is applied in just such a fashion, thereby undermining its much more broadly conceived intentions. Moreover, according to North (2007) the CEF is a reference tool, not an instrument to be applied. The idea is for users to divide or merge activities, competences, and proficiency stepping stones

that are appropriate to their local context, yet can be related to the greater scheme of things and thus communicated more easily to colleagues in other educational institutions and, in simplified form, to other stakeholders.

Furthermore, the Council of Europe's 'Threshold Level' Project which was carried out in 1971 stressed that '... all languages expressed the same meanings, but with different structural realizations' (White, 1988, p. 17). In this way a meaning-based syllabus that could be applied to any language was achievable. Thus, the Council of Europe has set out for the aim to specify 'the content for a common core which all learners would acquire before specializing in language related to specific purposes' (White, 1988, p. 17). This project has two important outcomes - needs analysis and the focus on meaning rather than structure in designing language syllabuses.

To sum up, the Framework tries to deal with the complex structure of language by breaking language competence down into separate components. This results in dealing with some psychological and pedagogical problems. However, communication involves the whole human being. The competences that are separated and classified interact in complex ways in each human being. The main aim of language education is to promote the development of learner's whole personality and form the sense of identity while responding the enriching experience of otherness in language and culture. The CEF aims at helping people in language teaching and learning; hence, it defines the levels of proficiency which are required by existing standards and examinations so as to make the comparisons between different systems of qualifications easier.

2.3.2. The CEF and Cambridge Exams

Since 1913, Cambridge assessment group has been one of the world's largest educational assessment agencies. Cambridge ESOL examinations meet the demands and the needs of the learners of all nationalities regardless of their age differences. The examinations include all language skills. As it is stated in the *KET for Schools Handbook for Teachers*, (2008), "They include a range of tasks which assess participants' ability to use English, so that in preparing for the examinations, participants develop the skills they need to make practical use of the language in a variety of contexts" (p. 2). Moreover, according to the handbook, Cambridge ESOL

assesses each language skill at an appropriate level. In addition to this, by relating the examinations to the teaching curriculum, they build up a positive backwash effect on the learners. Finally, according to the handbook, the examinations are valid, reliable, beneficial and practical.

2.3.3. Key English Test (KET)

Cambridge ESOL examinations are suitable for learners of all nationalities, whatever their first language and cultural background, and Cambridge ESOL's systems and processes for designing, developing and delivering examinations and assessment services are certified as meeting the internationally recognized ISO9001:2000 standard for quality management (*Key English Test for Schools Handbook for Teachers*, 2008).

Moreover, Cambridge ESOL examinations are designed around four essential qualities: validity, reliability, impact and practicality. Validity is normally taken to be the extent to which a test can be shown to produce scores which are an accurate reflection of the participant's true level of language skills. Reliability concerns the extent to which test results are stable, consistent and accurate, and therefore the extent to which they can be depended on for making decisions about the participant. Impact concerns the effects, beneficial or otherwise, which an examination has on the participants and other users, whether these are educational, social, economic or political, or various combinations of these. Practicality can be defined as the extent to which an examination is practicable in terms of the resources needed to produce and administer it. All these factors underpin the development and production of Cambridge ESOL examinations (*Key English Test for Schools Handbook for Teachers*, 2008).

According to the handbook, there are two different KETs: KET and KET for Schools. KET for Schools is for students aged 11 to 14, and KET is for students aged 15 and over. But both KET and KET for Schools exams have the same format. The only difference in the two versions of the exams is that the content and treatment of topics in KET for Schools have been particularly targeted at the interests and experience of students aged 11 to 14 (*KET for Schools Handbook for Teachers*, 2008).

As it is stated in the handbook, KET is aligned to the Council of Europe Common European Framework of Reference (CEFR) for Languages Level A2 (*KET for Schools Handbook for Teachers*, 2008). The handbook further suggests that, four main skills of reading, writing, listening and speaking are recognized since 1991, and each of these is assessed within the three test papers. Reading and Writing are combined under a single test component in KET. The following information provides an outline of the four skills covered in KET and a list of the language specifications that the KET examination is based on.

■ Reading

Making use of the limited structural and lexical resources at their disposal, participants should be able to understand the main message, and some detail, of a variety of short factual reading texts and short pieces of fiction: for example, signs, notices, instructions, brochures, guides, personal correspondence and informative articles from newsletters and magazines. They should also have strategies for dealing with unfamiliar structures and vocabulary.

■ Writing

Participants need to be able to produce items of vocabulary from a short definition, select appropriate lexis to complete one-word gaps in a simple text, and to transfer information from a text to a form. They also need to show their ability to complete a short everyday writing task appropriately, coherently and showing reasonable control of structure, vocabulary, spelling and punctuation.

■ Listening

Participants should be able to understand and respond to dialogues and monologues, including telephone conversations and recorded messages, in both informal and neutral settings on a range of everyday topics. The texts will be delivered at a pace which is slow but not unnaturally so. Participants should be able to extract relevant factual information from what they hear.

■ Speaking

Participants should be able to interact both with an examiner and with another participant. They should be able to answer and ask questions about themselves and about factual information on a prompt card (e.g. times, prices, etc). They should also demonstrate strategies for dealing with communication difficulties, e.g. paraphrasing, asking for clarification.

(*KET for Schools Handbook for Teachers*, 2008, p. 6)

The handbook summarizes the language which is tested in KET such as follows: In terms of vocabulary and grammatical structure, KET participants will have productive control of only the simplest of exponents for each category; there is a wider, but still limited, range that they will be able to deal with receptively; and they will have strategies for coping with the unfamiliar (*KET for Schools Handbook for Teachers*,

2008) For the list of summary of the language which is tested in KET please see Appendix 5.

The handbook also gives information about the lexis the participants should know. According to the handbook, the KET vocabulary list includes items which normally occur in the everyday vocabulary of native speakers using English today. Participants should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes (*KET for Schools Handbook for Teachers*, 2008).

There are fixed marks for each KET grade, allowing comparison across sessions of the examination; Pass with Merit = 85–100, and Pass = 70–84. This means that a participant needs to get at least 70 points to achieve a passing grade.

KET is widely recognized as a qualification representing a general basic ability in English. (*KET for Schools Handbook for Teachers*, 2008).

2.4. Testing Language

Teaching a foreign language involves providing students with basic language skills (speaking, listening, writing and reading) and language areas (grammar, vocabulary and pronunciation). However, teaching does not finish when students have learned the subject matter. For years, there has been a strong relationship between language teaching and testing. As Popham (2003) suggests when teachers do their instructional jobs well, their students will be successful in their tests. He also claims that the way the teacher tests can influence how well he or she teaches. It is not enough to accept the idea that testing can help teaching. Teachers should also put this idea into practice. Testing is quite important in terms of teaching language; it helps teaching reach its aims. Language testing helps teaching in many ways. In the opinion of Davies (1992) “language testing provides goals for language teaching and it monitors both teachers’ and learners’ success in reaching these goals” (p.1). Bachman (1990) points out another use of testing as “to provide information for making decisions, that is, for evaluation” (p.54). Tests have many more uses. Salkind (2006) states that

they are used for “selection, placement, diagnosis, hypothesis testing, and classification” (p.12). Wherever, whenever and however teachers teach, they need these uses of testing to reach their instructional goals.

Furthermore, Heaton (1988) makes it clear that “both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other” (p.5). Testing helps both the students and the teachers. Testing helps students in several ways: If the test is well made, it creates positive attitudes toward the lesson, and tests help students “master the language” (Madsen, 1983, pp 3-5). Moreover, testing promotes meaningful involvement of the learners with the material, gives chance to review the material covered in the course, and provides learners with feedback about their language performance (Cohen, 1994). In addition, testing also helps teachers to diagnose their own efforts, testing helps teachers determine the objectives of the instruction, provides them with feedback for improving future assessment, and shows their students’ strengths and weaknesses (Cohen, 1994). Similarly, Brown (2003) states that a test is “a method of measuring a person’s ability, knowledge or performance in a given domain” (p. 3). Similarly, Bachman (1990) attaches great importance to testing. He believes that “... the value of tests lies in their capability for eliciting the specific kinds of behavior that the test user can interpret as evidence of the attributes or abilities which are of interest” (p. 22). Moreover, a good test should have a “positive effect on learning and teaching and should generally result in improved learning habits” (Heaton, 1988, p. 5). This means that when they work hand in hand successfully, teaching and testing reach their aims. Thus, students’ effective learning occurs.

As suggested above, tests affect teaching process. Both the teacher and the students become aware of their performances in teaching and learning by means of tests.

2.4.1. Testing Writing Skills

Writing is seen as a concrete way of reflecting one’s performance integrating other skills at the same time as well. It is most commonly referred testing device for examining student performance and development that require thought, attention and

discipline. Writing reflects the progress and errors as a proof of success and failures giving clues about the confusions and chaos the writer experiences (White, 1987).

Different types of writing might necessitate different treatments and assessing techniques: White (1987) classified as personal (notes, diaries etc.) and institutional (business letters, catalogues, reports etc.). Main genres can also be grouped as academic writing (papers, essays, journals, technical reports, dissertations etc.), job-related writing (letters, reports, announcements, manuals etc.) and lastly, personal writing (emails, messages, forms, questionnaires, diaries etc.). While working on these types, if the learner imitates the mechanics of writing for example to spell correctly, it is called imitative writing performance; when the student pays attention to vocabulary in context or correct grammar that is intensive writing and the responsive writing requires performing task at a specific discourse level by connecting ideas, forming links and turning these into paragraphs; and finally, extensive writing can be an all-purpose writing covering a variety of techniques and strategies to be selected (Brown, 2004).

Once process writing fits into the curriculum, the challenge for evaluation becomes a minor problem. For most of the teachers pertaining to the traditional perspective, the mismatch between the old and the new causes negative feelings like frustration, and uncertainty as well as resistance. These feelings intensify when grading period arrives; however could be reduced when done as planned at the beginning of the process. Therefore, setting the guidelines timely and using a standardized and specified rubric for that implementation help the process go problem free.

There is a vast majority of techniques and ways of assessing different types of texts; this availability of the various techniques in writing could be explained by the high number of applications in the classroom related to sub-skills and depending on the style; shifting from formal to informal. Assessing note taking or letter writing is not the same as assessing a persuasive essay. Another factor for this range is long list of criteria to be assessed like mechanics, organization, content with their own sub-criteria (Madsen, 1983). Three common methods for scoring are holistic, primary trait and analytical. A single score for a whole document is given in the holistic scoring. In the second one, only one aspect of the writing is focused to be assessed within a discourse; in the last one, main elements of writing are scored under categories like organization,

logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality. These methods vary depending on the proficiency level of the students and genre of writing as well as the goals of the instruction (Brown, 2004).

2.4.2. Testing Reading Skills

Human beings read many materials, from novels to biography, for many reasons. Sometimes they read to acquire knowledge, other times to escape into an imaginary world. Their purposes in reading differ. For example, a woman sitting in the garden, reading a novel while sipping her orange juice, obviously reads for pleasure. On the other hand, a student in a literature class may read the same novel to investigate the meaning or to find the main theme, which means he or she reads for academic purposes. Regardless of what they read, why they read becomes important. According to Chastain (1988), language students need to be able to read a variety of materials for various purposes just as native speakers do.

Reading may be categorized into intensive and extensive reading. Extensive reading means that readers are reading a piece of writing for pleasure. In other words, when the aim becomes pleasure, it is extensive reading. On the other side of the coin, if the readers are reading a piece of complicated text for information, for a piece of knowledge, they are possibly reading it more slowly than the extensive readers that are doing intensive reading. In this kind of reading, there is a focus on the topic and it may be an academic reading because knowledge is to be extracted from the reading. In this kind of reading, the interests and the level of the reader are not considered. In a sense, the learner may be in the position that they are urged to write because of the fact that the learners are to read the thing the instructor gave them as a reading assignment. Language students need to be able to read a variety of materials for various purposes just as native speakers do. In fact, due to their lack of familiarity with newspapers and magazines in the new language, they may spend more time than native. It is clear that the more extensive reading the learners do, the more easily they receive the intended message in the target language, and they do it voluntarily (Chastain, 1988).

Different types of reading result in different treatments and assessing techniques. There is a vast majority of techniques and ways of assessing different types of texts; this

availability of the various techniques in reading could be explained by the high number of applications in the classroom related to micro skills and macro skills for reading comprehension. Four common methods for scoring are perceptive, selective, interactive, and extensive (Brown, 2004). Perceptive reading tasks involve bottom up processing, attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. These basic reading skills may be assessed by reading aloud, written response, multiple choice, and picture-cued items. Selective reading is largely an artifact of assessment formats. In order to assess lexical and grammatical aspects of reading skill, multiple choice (for form-focused criteria), matching tasks, editing tasks, picture-cued tasks, and gap filling tasks can be used. At interactive reading level, tasks combine form focused and meaning focused objectives but emphasis is on meaning. Cloze tasks, impromptu reading plus comprehension questions, short answer tasks, editing (longer texts), scanning, ordering tasks, information transfer, reading charts, maps, graphs, diagrams can be used for testing interactive reading. Finally, extensive reading applies to more than a page. Assessing extensive reading also includes oral or written performance on the part of the participant. Tasks those are unique to extensive reading are skimming tasks, summarizing and responding, note taking and outlining (Brown, 2004).

2.4.3. Testing Grammar

Years ago grammar was taught to be the core of language and it was unquestionable not to test it. But things have changed and teaching language skills has gained more importance. Nevertheless grammatical ability still decides the degree of achievement in different skills. So in order to place students in appropriate classes, students' grammatical competence had better be known. In addition, diagnostic grammar tests are also helpful to both the teachers and the learners (Hughes, 2003).

According to Hughes (2003), the techniques gap filling, paraphrase, completion, and multiple choice can be enough to meet the needs just in case they are used appropriately. He further states that gap filling, paraphrase, and completion "require production on the part of the participants while multiple choice, of course, calls only for recognition. This difference may be a factor in choosing one technique rather than

another” (Hughes, 2003, p. 174). Accordingly, the teacher should decide on the technique related to his/her aim in testing grammar.

2.4.4. Testing Vocabulary

Vocabulary tests are needed to measure the comprehension and production of words used in productive skills. What to test is decided upon the content of course syllabus and how to test is related to how it is taught (Madsen, 1983). There are two ways to test vocabulary: techniques that test recognition ability, and techniques that test production ability. According to him, recognition ability can be tested by multiple choice items and production ability can be tested by pictures, definitions, or gap filling tasks (Hughes, 2003).

2.5. Adolescents

The teaching and learning of English is highly encouraged in many countries as it is without question the lingua franca in the world. Harmer (2001) defines lingua franca as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language. As a result of this, many countries need people who can operate in at least one foreign language to have better international, social, economical and political relations. Concerning these factors, language teaching becomes crucial in countries where English is a foreign language. Learners in EFL situation highly depend on their teachers and learning-teaching materials to learn the language while schools are the only place for language exposure.

When decisions are made about how and what to teach in school, a number of studies show that language teaching should start at an early age. Thus the learning and teaching environment are shaped with the idea of different ages, different needs that lead the teacher to be inventive in selecting interesting activities and provide a great variety of them (Klein, 1993). On the other hand, Phillips (1999) mentions that age is not the basis of children's learning but their maturity is. That means age cannot be a guide

when choosing activities appropriate for our students. Their needs, attitudes and interests all need to be taken into consideration. Teacher who is aware of certain capabilities of students at each level will respect the developmental level of younger children and will not expect their work to be perfect. To apprehend these capabilities one should be acquainted with the studies of psychologists who contribute to educational world with their theories and philosophies on how children learn.

Children reach adolescence at the age of twelve and according to Brown (2001) they become “young adults” between the ages of twelve and eighteen or so. Teenagers are at the age of “transition, confusion, self-consciousness, growing and changing bodies and minds” (p. 92). They are just in between being a child and an adult. During this period they worry about their appearances, their social roles and they try to make up an identity of their own. Ersöz et al. (2006) describe the term adolescence as the time when an eleven or twelve-year old embarks upon complete transformation of mind and body that spans the next five or six years. For Head (2007), this period is the time of “storm and stress” (p. 135). In other words adolescence is a time of change, exploration and discovery. For most theorists, adolescence is the stage during which a growing individual experiments with and examines personal identity, moral upbringing, social conventions and cognitive skills. During adolescence, thanks to their cognitive and physical changes, teenagers are able to think of the world outside them. With their abstract thinking ability, they can apply advanced reasoning and logical processes to social and ideological matters. Their social and moral consciousness is formed around those ages.

While discussing the difference between teaching a foreign language to children in contrast to teenagers, Cameron (2002) claims that some differences are immediately obvious. For her, children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they do not quite understand why or how. In addition to these, they seem less embarrassed than adults at talking in a new language. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. The generalizations mentioned above will let teachers understand their students well enough while they will discover important differences arising from the linguistic, psychological, social development of their learners.

From the cognitive and emotional point of view, Piaget suggests that there is a qualitative difference in thinking occurring in adolescence. Children tend to be concerned with the real immediate world. In adolescence, an interest in abstract notions develops (Perret, Anne, Resnick, & Pontecorvo, 2003).

Another aspect is that adolescents can be very self-conscious while children tend to live in their own world without concerning about others. They realize that other people have their own ideas but feel that they are the focus of these ideas. They believe that they are being observed and judged by others (Head, 2007). However, cognitive and physical changes during adolescence enable most students who are in secondary school to think outside of them. The adolescent's greater facility with abstract thinking permits the application of advanced reasoning and logical process to social and ideological matters. In other words, young people are quite ready to engage in the kind of thinking that is crucial for developing the social and the moral consciousness (Ersöz, et al., 2006).

Sociologically, it can be said for both children and adults that there is a clear idea about appropriate roles and functions; on the other hand with adolescents the situation is a bit confusing. They receive alternate messages telling them to grow up and reminding them that they are not an adult yet (Head, 2007). It is understood that identity development occurs at all stages of life, but is particularly important in adolescence. Working with them is challenging but it is important for teachers to build bridges between what they want and have to teach and students' world of thought and experience. Keeping the characteristics of adolescents in mind the teachers should pay attention to keep students' self esteem high by avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small-group work where risks can be taken more easily by a teen (Brown, 2001).

2.5.1. Adolescents as Language Learners

As it is stated by Ersöz et al. (2006), the advantages of learning a foreign language at adolescence are both personal and social. Personally, adolescents will

develop a lifelong ability to communicate with more people and a deeper understanding of their own other cultures. A number of studies in linguistics and education have suggested that foreign languages should be thought to children as early as possible. Furthermore, knowing a foreign Language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities in adolescents' future. Socially, the benefits are many. Citizens fluent in other languages can enhance the economic competitiveness abroad, improve global communication, and maintain a country's political and security interests. In addition to this, the learning potential is greater in adolescence than in puberty, but because of the hardness of the process they are passing by, "they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships" (Ur, 1996, p. 290). According to Harmer (2001), although it is difficult to cope with adolescent language learners in classroom, "they are in fact overall the best language learners" (p. 38).

Ersöz et al. (2006) reported that teaching adolescents is not easy. Actually, it is dangerous and difficult to generalize about adolescence from individual to individual, and from culture to culture; levels of maturity can differ significantly from culture to culture and in individuals within the same culture. Teenagers who are a group of young, impressionable people need teachers trying to be flexible and patient with each individual. In the classroom group dynamic, pedagogical content and the activities used are of great benefits. Effective foreign language learning can always foster language ability and social skills simultaneously.

Here are some reminders to keep in mind to help teaching adolescents in English classrooms: As Ersöz et al. (2006) summarizes, first of all, most adolescents like pop songs, so bringing music into the classroom and exploiting that interest is a good way; secondly, adolescents want to be seen as cool and up-to-date, so bringing in topics of current interest from sports, newspapers, magazines, and English-speaking cultures that are personally relevant to learners is another good way; thirdly, adolescents are discovering a different relationship with others and group work is useful for individuals to interact with different classmates in a less stressful, friendly and collaborative atmosphere; fourthly, adolescents are starting to define their proper personalities and role-play activities can allow them to try to express different feelings behind non-threatening, face-saving masks; fifthly, learner autonomy and individual choice must be

measured because they are important steps of growing up; sixthly, cross-curricular work lets individual students bring their outside interests and knowledge into the classroom; adolescents are discovering their bodies so using movement by giving students an opportunity to move around during class is useful for them; seventhly, games can provide not only purposeful contexts in which to use language but also stimulate interaction, provide competition and are fun, the teacher should make use of cognitively challenging games for this age group; and finally, project work offers each individual a chance to use their individual talent to do something personally meaningful and motivating with the language they are learning, and the resulting posters and other visuals can be displayed around the classroom (Ersöz et al., 2006). After all, as Faltis and Hudelson (1994) presented that adolescent learners read and write more proficiently when they are interested in what they are reading and writing, when they have a personal stake in or connection with what they are reading and writing, and when what they are reading and writing is related directly to their own lives. They also added that learning takes place when learners are invited to participate in the ways of knowing that full members of a particular community possess, value, display, and reinforce. Paying attention to these points, the teachers may build up a much friendlier and trusting atmosphere resulting in a less daunting class hours.

2.5.2. Previous Studies about Adolescents as Language Learners

English language learners are generally classified easily as young learners and adult learners in case of age differences. But when the child reaches adolescence, s/he cannot be included in either of the group. Because the child is neither a child anymore, nor an adult yet. So needs of adolescents and their preferences for the language classes differ from those of children's or adults'. Ur (1996) suggests that "One source of guidance how to teach adolescents successfully is books on developmental psychology. Another – arguably no less reliable, and perhaps under-used – is the adolescents themselves."(Ur, 1996, p. 290).

One of the studies on adolescents is by Ataöver (2005). In her thesis, she aims to find out whether using games for grammar instruction while teaching adolescents works or not. There are two main points which have important roles in the study carried out: one is the general assumption that learning grammar is boring; for that reason,

alternatives for teaching grammar have been searched. And the other point is the age of the students to deal with. Some characteristics of adolescents may present difficulties to teachers. All were dealt with in detail in the study. Another study on adolescents as language learners is by Hare (1992). In this study he aims “to provide the reader with a background of motivational factors and issues which influenced the research on adolescent second-language learning” (Hare, 1992, p.4). In his paper he “examines the case studies of six foreign adolescents participating in a three-week immersion English as a Second Language camp in Montana, and of their motivations in learning and using English” (Hare, 1992, p. 4). Finally Rosenbaum (1968) urges language teachers to recognize the importance of adolescent psychology. In this study, parental attitudes toward education and language study and the reasons behind the choice of languages are also noted. Sex differences, low intelligence and maturity are related to language achievement.

As for the foreign language learning context, Ellis (2008) explains that the results of school-based age studies in foreign language learning are not supportive of the claim that younger learners are better than older learners in language learning are. In a number of studies, the relative effects of starting foreign language education in the primary school as opposed to the secondary school on the levels of attainment have been investigated. For example, Burstall (1974) compared two groups of learners in England and Wales. One group began learning French at the age of 8, and the other began at the beginning of secondary school. She found that the older learners were consistently better. When she compared the groups at the age of 16, the secondary school learners were superior to primary school learners on tests of speaking, reading, and writing. The primary school learners outperformed the secondary school starters in only a test of listening. According to the results of these studies and other school-based studies, older learners are superior to younger learners in foreign language learning. Singleton & Ryan (2004) explain the reason of this that formal learning environments prevent the exposure to foreign language needed for the age advantage of young learners to emerge. The age studies of learners in naturalistic learning situations support this explanation. Oyama (1976) researched the 60 immigrants who had entered the United States at ages ranging from 6 to 20 years. She found that younger learners achieve a more native-like accent than older learners do. Similar results have been also found in the acquisition of grammar studies. For example, Patkowski (1980)

investigated the 67 immigrants in the United States and found that the learners who had entered the United States before the age of 15 outperformed the learners who had entered after the age of 15. According to all these age studies in foreign language learning, it is seen that the environment of age studies affects the results of age studies. In school-based age studies, older learners are better than younger learners in foreign language learning, while in age studies in natural environments younger learners outperform older learners.

To conclude, age that is one of the most significant individual differences has a strong relationship with language learning. The claim that younger learners are always better than adolescents and children should start to learn a new language in primary school is controversial. According to the studies of age mentioned in the above paragraphs, it is seen that the researchers have arrived at different conclusions on the age issue. For this reason, it is possible to say that younger learners may be superior to adults in some aspects of language learning and adults may outperform children in other aspects of language learning.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

The purpose of this study was to investigate language level of 8th graders in state primary schools in Kuyucak, Aydın, according to the CEF criteria and content. It is hypothesized that 8th grade students in state primary schools in Kuyucak, Aydın will reach a level of A2 according to Common European Framework criteria in terms of reading and writing skills.

This chapter starts with the nature of the study, continues with the setting, participants and sampling, data collection instruments, data analysis procedure, and finishes with the pilot study. These issues are examined under two main sections: section 3.2 gives a review on the nature of the study whereas section 3.3 introduces methodology of the study.

3.2. Nature of the Study

Research is defined as a systematic approach that aims to find answers to questions (Hatch & Farhady, 1981). According to this definition, research can be defined as a systematic process of collecting data and analyzing it to find answers to questions or problems related with a specific subject.

In the review of scientific research methodology studies, research has been classified separately by different researchers. For example, while it has been classified as basic and applied research by Karasar (1991), Kaptan (1977) has categorized

research as basic - applied research and laboratory – field research. Moreover, Blaxter, Hughes, & Tight (2006) have categorized research as deskwork and fieldwork. The distinction between deskwork and fieldwork offers an alternative way of thinking about basic research strategies. Fieldwork is the process of going out to collect research data. For example, it might involve visiting an institution to interview members of staff, or standing on a street corner administering questionnaires to passers-by. Deskwork, on the other hand, consists of those research processes which can be done while sitting at a desk. These may include the administration, literature searches in the library, research using the Internet, and writing (Blaxter, Hughes, & Tight, 2006). This study can be categorized as both fieldwork and deskwork because the questionnaire and test are applied to students at their classrooms; and the document analysis is done while sitting at a desk as it is stated by Blaxter, Hughes, & Tight (2006).

In addition, research has been classified as qualitative and quantitative (Bell, 1993) and primary and secondary research (Brown, 1988). In this study, Brown's classification of research is taken into consideration. According to Brown (1988), in primary research, primary sources of information such as a group of learners who are learning a language are used; whereas in secondary research secondary sources of information such as books about language learners are used. In this study, information is gathered directly from learners, so this study should be called as primary research. Primary research is further subcategorized into two groups: case studies and statistical studies. Statistical studies are categorized into two: surveys and experimental studies (Brown, 1988). Attitudes, opinions, or characteristics of a group are investigated through questionnaires, interviews, and observations with survey studies (Nunan, 1992). The aim of the questionnaire in this study is to collect data about the achievement perceptions of English language learners at the 8th grades quickly and cheaply. Scaled items are used in questionnaire because they provide fairly accurate assessments of beliefs or opinions. The types of the items in the questionnaire are the likert scale that shows the beliefs or opinions of the participants about the statements. Likert-type scales are the most commonly and easily used scaled questions and they allow the respondents to indicate the degree of agreement or disagreement with the statement by choosing one of the stems (McMillan & Schumacher, 1993).

As it is seen in the above paragraphs, it is possible to classify research into different categories because different research groups have separate data collecting and analyzing procedures. Experimental studies and surveys that are two different research approaches will be briefly reviewed in the following paragraphs. The aim of a survey is to obtain information from a representative selection of population (Bell, 1993). Researchers need to be sure that their sample is representative of population all in all. Survey research is different from experimental studies in a number of important respects. The role of researcher is the most significant difference between survey research and experimental studies. Experimental researcher controls the conditions of the environment to examine the interaction among variables. On the other hand, in survey research the researcher collects data on things or people as they are, without trying to change anything (Nunan, 1992). Not only are survey studies used to describe incidence, frequency, and distribution of the characteristics of an identified population but they can also be used to explore relationships between variables (McMillan & Schumacher, 1993). In survey studies, the researcher aims to ask the same questions to participants in the same circumstances. Careful piloting is very important to make all questions mean the same to all participants. Questionnaire, interview, and observation data collecting techniques are used to collect data in survey method. In conclusion, surveys are used for collecting data from a representative selection of population. In survey studies, data are collected through questionnaires, interviews, or observations and findings are presented as being representative of the population as a whole.

This study was designed as a survey research that is descriptive in nature. The study employed both qualitative and quantitative research methods since it was carried out by a survey research and a test design. The study made use of questionnaire as one of the main qualitative data gathering methods to find about the participants' opinions and experiences on their language sufficiency. The study also employed quantitative research to see whether there was a correlation between the participants' perceptions about their own language sufficiency and their actual language level according to the test results. Taylor (2005) remarks that "the major purpose of quantitative research is to make valid and objective descriptions on phenomena. The researcher is attempting to show how phenomena can be controlled by manipulating the variables" (p. 91). Taylor (2005) adds that in the quantitative research the researcher tries to generate the findings to the larger population. In this study, the qualitative data come from the findings of

questionnaire; the quantitative data come from the results of questionnaire and language test.

In this study, the aim of the second data collecting technique, which is the language test, is to collect more detailed and specific data that is about the language levels of the participants.

Moreover, the aim of the third data collecting technique, which is document analysis, is to investigate the language teaching syllabus designed by the MOE in Turkey; the CEF Reference for Languages Criteria and Content; and items that are tested by KET for Schools Sample Exam. As Marshall and Rossman (2006) stated, analysis of appropriate written documents may be advantageous in collecting archival data related to the research questions. For that reason, the language teaching syllabus designed by the MOE in Turkey, A2 level of the CEF Reference for Languages, and items that are tested by KET for Schools Sample Exam are investigated.

3.3. Methodology of the Study

The study consists of one pilot and one main study. In the following sections, the details of these two studies are explained. Accordingly, information about setting, participants and sampling, data collection instruments and procedures for the main study and the pilot study are presented.

3.3.1. Setting

The pilot study was carried out to see the possible problems of the data collecting instruments of this study, find solutions to them, and make the needed changes. In the following section, a brief report of the pilot study is given.

The pilot study was conducted in Cengiz Topel Primary School that is one of the state schools in the city centre of Kuyucak. The pilot study was conducted in this school because of its convenience to the researcher and it was carried out over two days during the spring semester of the 2008-2009 academic year by the researcher alone.

The main study was conducted in state primary schools in Kuyucak, district of Aydın. The main study was carried out in two class hours on a day during the spring semester of the 2008-2009 academic year. The study was applied during the normal class hours of English because English teachers of the participants helped the researcher motivate the participants for the study. The study was done in spring semester so that the course content of the English syllabus for the primary education would have been covered.

3.3.2. Participants and Sampling

There were three groups of 8th graders in Cengiz Topel Primary School: 8-A, 8-B, and 8-C. Two of them, 8-A, 8-B, were selected for the pilot study because of their convenience to the researcher. All the students attending 8-A and 8-B have participated in the pilot study. The total numbers of participants of the questionnaire and language test data collecting techniques in the pilot study are shown in Table 3.1.

There were two groups of participants in the pilot study. The first group of participants was students of the class 8-A of Cengiz Topel Primary School and the second group was students of class 8-B of the same school. All of the participants were native speakers of Turkish, and they were students of the same English teacher.

Table 3.1. Number of Participants in the Pilot Study

	8-A N	8-B N
Total	19	19

In this study, gender differences of the participants were ignored, because regardless of their genders, the MOE aims at the students to reach the level of A2 according to the CEF.

The subjects of the study were students learning English as a foreign language at Kuyucak, Aydın. The students were all beginner level students of English, and they had been learning English for five years. The age of the students was fourteen. The group could be defined as homogeneous because all students' L1 was Turkish and none of

them had been exposed to English in a foreign country. They all shared the same Turkish culture, customs, values and norms. In Kuyucak there were 354 students attending 8th grade. Because of the curriculum and administrative limitations of the schools in Kuyucak, it was difficult to have random sampling; therefore, convenience sampling procedures which “involve choosing the nearest individuals to serve as respondents” (Cohen and Manion, 1994 p.88) were applied in drawing sample for the study. For this research, the researcher could access 209 participants to conduct the research. In this study gender differences of the participants were ignored, because regardless of their genders, the MOE aims for the 8th grade students to reach A2 level according to the CEF.

The students were exposed to language teaching program for three class hours per week when they were at the 4th and the 5th grades, and they had been learning English for four class hours per week since they were at the 6th grade. The students used course book called “Spot On 8” which was recommended by the Ministry of Education. The book paid attention to all four skills of language in addition to grammar and vocabulary. Grammar and vocabulary sections were greatly practiced in workbook. The course book included a CD for the teacher to use for the listening sections. Moreover, the course book provided a teacher’s book which gave clues on how to use the book to the teachers. The teacher’s book also gave sample exams which included listening, reading, writing, grammar and vocabulary sections. The sample exams lack in testing speaking.

3.3.3. Instruments and Procedures for Data Collection

The questionnaire and language test in this study were designed to collect data from the English language learners to describe their achievement perceptions and levels in the English course.

3.3.3.1. Questionnaire

The questionnaire applied to students was directly translated into Turkish from the criteria of A2 level of CEF. The questionnaire asked students about their opinion on their proficiency level in English on reading, writing, grammar and vocabulary. The

main purpose of this questionnaire was to attain qualitative data from the students that could complement the quantitative data obtained in the Language Test. It is also thought to give an idea about students' own perspectives of their proficiency in writing, reading, grammar and vocabulary. Before applying the questionnaire, the participants were reminded that the data obtained from the questionnaire would be kept for research purposes and they would not be used for assessment by their teachers. The questionnaire took twenty minutes as it had been applied in the pilot study. Table 3.2. shows the range of the items of the questionnaire on Writing, Reading, Grammar, and Vocabulary.

Table 3.2. Range of Items of the Questionnaire

	Item Number	Total
Writing	1, 2, 3, 4, 5, 6, 7	7
Reading	8, 9, 10, 11, 12, 13, 14, 15, 16, 17	10
Grammar	18	1
Vocabulary	19	1

Range of items in the questionnaire was not decided upon by the researcher, the items were directly translated from the A2 level of CEF. All the questions in the questionnaire were equivalent to the items in the examination which is shown in Table 3.14. The questionnaire included 19 questions and each question had 3 choices. Scaled items were used in questionnaire because they provide fairly accurate assessments of beliefs or opinions. The items in the questionnaire were the likert type scale that shows the beliefs or opinions of the participants about the statements. The questionnaire was prepared in Turkish so as to prevent ambiguity. In this way, the students could answer the questions easily without any confusion.

In the period of designing the questionnaire in this study, initially reading, writing, vocabulary and grammar 'can do' statements of the A2 level of CEF were translated into Turkish. The statements of the questionnaire were determined according to the objectives of the study by the researcher. The data collection instruments of this study were developed by the researcher in the light of the opinions of three English Language Teaching department specialists and an assessment and evaluation specialist. For the questionnaire that was applied to the students please see Appendix 6.

To find out the reliability of the questionnaire of the pilot study, an Alpha reliability value was needed. According to Pallant (2001) achievement perceptions scale that includes 19 statements has good internal consistency. In the current study, the Cronbach alpha coefficient was .78 for 8-A and .78 for 8-B. The values that are in the accepted level of reliability (Pallant, 2001) prove that the scale is reliable for data collecting.

As mentioned before, the pilot study was carried out to see the possible problems of the data collecting instruments of this study, find solutions to them, and make the necessary changes. After applying the questionnaire, it was found out that there was no need to make changes in the questionnaire, and in the main study, the same questionnaire was applied to the participants as it had been applied in the pilot study.

The data collected through the questionnaire in this study were analyzed with Statistical Package for Social Sciences (SPSS) 16.0 data editor and Microsoft Office Excel 2007 program. In order to measure the internal-consistency of the instrument, a reliability analysis was carried out via SPSS.

3.3.3.2. Language Test

After collecting the questionnaire, the language test was applied to the participants giving a total of 70 minutes. In order to test the participants' language levels KET for Schools Sample Test was utilized because KET for Schools has been designed for participants aged 11 to 14. The content and treatment of topics in KET for Schools have been particularly targeted at the interests and experience of students aged 11 to 14. KET is aligned to the CEF Level A2 (*Key English Test for Schools Handbook for Teachers*, 2008).

Reading and Writing are combined under a single test component in KET. Reading is a multi-dimensional skill involving the interaction of the reader's mental processing capacities with their language and content knowledge; further interaction takes place between the reader and the external features of the text and task. Purpose and context for reading shape these interactions and this is reflected through the use of different text and task types which link to a relevant target language use context beyond

the test. On the other hand, writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading, KET Writing involves a series of interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation. KET Writing tasks vary in complexity from tasks requiring single word answers to a communicative task requiring up to 35 words of output (*Key English Test for Schools Handbook for Teachers*, 2008).

The Reading and Writing paper carries 50% of the marks and Listening and Speaking each carry 25% of the total marks. The score a participant needs to achieve a passing grade will be 70.

The Reading and Writing part of the test together take 1 hour and 10 minutes with a total of 56 questions. Participants have a question paper and an answer sheet on which they record their answers. Efforts are made to keep the language of instructions to participants as simple as possible, and a worked example is given in every part of the test.

The test originally contains nine main parts: The following paragraphs give general description of the language test and provides information on structure and tasks of each of the nine parts of the test.

Table 3.3. Structure and Tasks of the Language Test Part 1

PART 1	
Task type and format	Matching. Matching five prompt sentences to eight notices, plus one example.
Task focus	Gist understanding of real-world notices. Reading for main message.
No. of Qs	5.

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p. 10)

In Part 1, participants are tested on their ability to understand the main message of a sign, notice or other very short text. This is a matching question, requiring participants to match five sentences to the appropriate sign or notice.

Table 3.4. Structure and Tasks of the Language Test Part 2

PART 2	
Task type and format	Three-option multiple-choice sentences. Five sentences (plus an integrated example) with connecting link of topic or story line.
Task focus	Reading and identifying appropriate vocabulary.
No. of Qs	5.

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p. 10)

In Part 2, participants are tested on their knowledge of vocabulary. They are asked to fill the gap in each of five sentences with one of the three options provided. There is a completed example sentence at the beginning. The six sentences are all on the same topic or are linked by a simple story line. Participants should deal with each sentence individually but be aware that the overall context will help them find the correct answer.

Table 3.5. Structure and Tasks of the Language Test Part 3

PART 3	
Task type and format	Three-option multiple choice. Five discrete 3-option multiple-choice items (plus an example) focusing on verbal exchange patterns. AND Matching. Five matching items (plus an integrated example) in a continuous dialogue, selecting from eight possible responses.
Task focus	Functional language. Reading and identifying appropriate response.
No. of Qs	10.

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p. 11)

In Part 3, participants are tested on their ability to understand the language of the routine transactions of daily life. Questions 11–15 are multiple choice (three options). Participants are asked to complete five 2-line conversational exchanges. Questions 16–20 are matching questions. Participants are asked to complete a longer dialogue, by choosing from a list of eight options. These dialogues take place in study and social situations.

Table 3.6. Structure and Tasks of the Language Test Part 4

PART 4	
Task type and format	Right/Wrong/Doesn't say. Seven Right/Wrong/Doesn't say items, plus an integrated example.
Task focus	Reading for detailed understanding and main idea(s).
No. of Qs	7

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p.11)

In Part 4, participants are tested on their ability to understand the main ideas and some details of longer texts. Texts may include vocabulary which is unfamiliar to the participants, but this should not interfere with their ability to complete the task.

Table 3.7. Structure and Tasks of the Language Test Part 5

PART 5	
Task type and format	Multiple-choice cloze. A text adapted from a magazine article. Eight 3-option multiple-choice items, plus an integrated example.
Task focus	Reading and identifying appropriate lexical item, and spelling.
No. of Qs	8

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p. 12)

In Part 5, participants are tested on their knowledge of grammatical structure and usage in the context of a reading text. Words are deleted from the text and participants are asked to complete the text by choosing the appropriate word from three options. Deletions mainly focus on structural elements, such as verb forms, determiners, pronouns, prepositions and conjunctions. Understanding of structural relationships at the phrase, clause, sentence or paragraph level is also required.

Table 3.8. Structure and Tasks of the Language Test Part 6

PART 6	
Task type and format	Word completion. Five dictionary definition type sentences (plus an integrated example). Five words to identify and spell.
Task focus	Reading and identifying appropriate lexical item, and spelling.
No. of Qs	5.

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p. 12)

In Part 6, participants are asked to produce five items of vocabulary and to spell them correctly. The five items of vocabulary all belong to the same lexical field (free time activities). For each word they have to write, participants are given a ‘definition’ of the type you can find in a learner’s dictionary, followed by the first letter of the required word and a set of dashes to represent the number of the remaining letters in the required word. There is a worked example at the beginning.

Table 3.9. Structure and Tasks of the Language Test Part 7

PART 7	
Task type and format	Open cloze. Text of type participants could be expected to write a short email. Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly.
Task focus	Reading and identifying appropriate word with focus on structure and/or lexis.
No. of Qs	10.

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p. 13)

In Part 7, participants are asked to complete a gapped text. Deletions in the text focus on grammatical structure and vocabulary. Correct spelling of the missing words is essential in this part.

Table 3.10. Structure and Tasks of the Language Test Part 8

PART 8	
Task type and format	Information transfer. Two short input texts, to prompt completion of an output text. Five spaces to fill on output text with one or more words or numbers (plus an integrated example).
Task focus	Reading and writing down appropriate words or numbers with focus on content and accuracy.
No. of Qs	5.

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p. 13)

In Part 8, participants complete a simple information transfer task. They are asked to use the information in two short texts to complete a note. Participants have to understand the texts in order to complete the task, and the focus is on both writing and reading ability. Participants are expected to understand the vocabulary commonly associated with forms and note taking, for example, name, date, time, cost, etc. The

required written production is at word and phrase level, not sentence. Correct spelling is essential in this part.

Table 3.11. Structure and Tasks of the Language Test Part 9

PART 9	
Task type and format	Guided writing. Either a short input text or rubric to prompt a written response. Three messages to communicate.
Task focus	Writing a short message, note or postcard of 25–35 words.
No. of Qs	1.

(Adapted from *Key English Test for Schools Handbook for Teachers*, 2008, p. 13)

In Part 9, participants are given the opportunity to show that they can communicate a written message (25–35 words) of an authentic type (e-mail to a friend). The instructions indicate the type of message required, who it is for and what kind of information should be included. Participants must respond to the prompts given. All three prompts must be addressed in order to complete the task fully.

The results of the test were analyzed according to the evaluation guide of the test. Each item carries one mark, except for question 56 which is marked out of 5. This gives a total of 60 marks. There are 5 marks for Part 9. Participants at this level are not expected to produce faultless English, but to achieve 5 marks a participant should write a cohesive message, which successfully communicates all three parts of the message, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible. Table 3.12. shows marking criteria for Part 9.

Table 3.12. General Marking Scheme for Part 9

Mark	Criteria
5	All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.
4	All three parts of message communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.
3	All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. or Two parts of message are clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.
1	Only one part of the message communicated. Some attempt to address the task but response is very unclear.
0	Question unattempted, or totally incomprehensible response

(*Key English Test for Schools Handbook for Teachers*, 2008, p.13)

For the test that was applied to the students please see Appendix 7.

As the pilot study, for the class 8-A the language test was applied to the participants just as it was originally produced. The question stems of the parts were stated in English and during the administration of the study, no explanation was given to the participants. According to the results, none of the students passed the exam, and the marks of the students were all very low. Discussing the results of the test with three English Language Teaching department specialists and an assessment and evaluation specialist, the researcher modified the test to make it suitable for the objectives of the present study in the light of the opinions of the specialists. For the class 8-B the question stems of the parts were written in Turkish and during the administration of the study, no explanation was given to the participants and the results were remarkable. Table 3.13. shows the results of language tests of 8-A and 8-B classes.

Table 3.13. Results of Language Tests of 8-A and 8-B Classes

Students	8-A	8-B
Student 1	13	68
Student 2	18	68
Student 3	3	77
Student 4	17	17
Student 5	17	50
Student 6	18	15
Student 7	15	77
Student 8	15	68
Student 9	15	63
Student 10	12	45
Student 11	15	47
Student 12	22	48
Student 13	17	58
Student 14	20	33
Student 15	18	55
Student 16	17	63
Student 17	25	53
Student 18	15	50
Student 19	15	79

To find out the reliability of the questionnaire, an Alpha reliability value was needed. The Cronbach alpha coefficient was .896 for 8-B. The values that are in the accepted level of reliability prove that the scale is reliable for data collection. The Cronbach alpha coefficient for 8-A is not given here because the language test that was applied to 8-A is not used in the main study.

According to the results of pilot study, both instruments of this study are suitable to collect reliable and valid data relating to the perceptions and language levels of the participants of the study.

The data collected through the Language Test in this study were analyzed with Statistical Package for Social Sciences (SPSS) 16.0 data editor and Microsoft Office Excel 2007 program. In order to measure the internal-consistency of the instrument, a reliability analysis was carried out via SPSS.

3.3.3.3. The Questionnaire and the Language Test

KET is an A2 level exam and the questionnaire is directly translated from the CEFR level of A2. So the questionnaire items and the test items are closely overlapped. In order to show the content validity of the questionnaire items and the examination items Table 3.14. is prepared. Table 3.14. shows how closely match the questionnaire items and the examination items.

Table 3.14. Matching of the Questionnaire Items to the Examination Items and the List of Items that the 8th Grade Students are Expected to Show.

Questionnaire Items	Examination Items
1 (Writing)	56
2 (Writing)	28, 29, 30, 31, 32,33,34,35
3 (Writing)	56
4 (Writing)	41, 42, 43, 44, 45, 46, 47, 48, 49, 50
5 (Writing)	41, 42, 43, 44, 45, 46, 47, 48, 49, 50
6 (Writing)	11, 12, 13, 14, 15
7 (Writing)	56
8 (Reading)	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
9 (Reading)	21, 22, 23, 24, 25, 26, 27
10 (Reading)	56
11 (Reading)	56
12 (Reading)	1, 2, 3, 4, 5
13 (Reading)	51, 52, 53, 54, 55
14 (Reading)	1, 2, 3, 4, 5
15 (Reading)	21, 22, 23, 24, 25, 26, 27
16 (Reading)	1, 2, 3, 4, 5
17 (Reading)	1, 2, 3, 4, 5
18 (Grammar)	6, 7, 8, 9, 10, 28, 29, 30, 31, 32, 33, 34, 35
19 (Vocabulary)	6, 7, 8, 9, 10, 36, 37, 38, 39, 40

According to the table, it can be seen that all the questions in the questionnaire were equivalent to the items in the examination.

3.3.4. Procedures for Data Analysis

In this study, both qualitative and quantitative data were collected through data elicitation instruments. To analyze the data, the Statistical Package for Social Sciences (SPSS) 16.0 was used. The data collected from the questionnaire and test were analyzed by using descriptive statistics (frequency percentage and mean scores) and correlational

analysis on SPSS 16.0 program. The results of all the analysis procedures are presented in detail in the following chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE STUDY

4.1. Introduction

As mentioned in Chapter 3, this study was conducted to find out the proficiency levels of the 8th graders in Kuyucak in terms of reading and writing skills and knowledge of grammar and vocabulary in English. This study also sought to find out the perceptions of the students about their own proficiency levels in order to determine the relation between students' test performance and their perceptions.

First of all, in order to answer the first research question, '*To what extent does the curriculum of the 8th graders' English language programs in state schools match with the criteria of the CEF level of A2?*' both the 'can do' statements according to the CEF level of A2, and the list of linguistic competence levels students who complete the primary education are expected to show are compared one by one.

Secondly, to answer the second and the third research questions '*What are the 8th grade students' English language levels in terms of reading, writing, vocabulary and grammar in Kuyucak, Aydın?*' and '*To what extent do the 8th grade students in state primary schools in Kuyucak, Aydın reach the goals of the curriculum of the MOE in terms of reading, writing, vocabulary and grammar?*' analysis of the examination results was carried out.

Thirdly, to answer the fourth research question '*What are the perceptions of students towards their own language level in terms of reading, writing, vocabulary and grammar?*' analysis of the questionnaire results was carried out.

Finally, to answer the fifth and the sixth research questions ‘*Do the students’ perceptions towards their own language level in terms of reading, writing, vocabulary and grammar affect their performance?*’ and ‘*Is there a correlation between the students’ language level and their perception towards their own language level in terms of reading, writing, vocabulary and grammar?*’ correlation pearson was employed.

In accordance with the research questions, the qualitative and quantitative data gathering methods were employed. In this study, such data collection instruments as language test, questionnaire and document analysis were used. The study was conducted with 209 8th grade students in a primary school in Kuyucak. The data were analyzed by means of descriptive statistics, and pearson correlation procedure on SPSS (Statistical Package for the Social Sciences for Windows) 16.0 and Microsoft Office Excel programs. In this chapter, the results of the data analyses are presented and discussed, and the results of data and discussion of the findings are portrayed. More specifically, the results are discussed right under the related tables and some recommendations given.

4.2. Comparison of the English Language Curriculum for Primary Education Designed by the MOE and A2 Level of the CEF

Globalization has been a crucial issue in the European educational system in recent years. Turkish government has adopted internationalization in the new curriculum to teaching English. According to Common European Framework and Reference for Languages Project which has been in effect in Turkey by the MOE since 2001, the aim is for students who graduate from 8th grade to reach a level of A2 according to Common European Framework criteria (Demirel, 2005). In this way, the MOE aims for Turkish educational system to become in sync with the European educational system. In order to analyze the extent the curriculum of the 8th graders’ English language programs in state schools matches with the criteria of the CEF level of A2, both the ‘can do’ statements according to the CEF level of A2, and the list of linguistic competence levels students who complete the primary education are expected to show are compared one by one.

The first research question in the study is:

To what extent does the curriculum of the 8th graders' English language programs in state schools match with the criteria of the CEF level of A2?

In order to see how closely the English language curriculum for primary education designed by the MOE and A2 level of the CEF match, the list of linguistic competence levels students who complete the primary education are expected to show was prepared first, and the items in the list were matched with their equivalents from 'can do' statements of A2 level of the CEF. Table 4.1. shows how closely the English language curriculum for primary education designed by the MOE and A2 level of the CEF match.

Table 4.1. Comparison of the English Language Curriculum for Primary Education Designed by the MOE and A2 Level of the CEF

The List of Linguistic Competence Levels Students Who Complete the Primary Education are Expected to Show According to the MOE	Can do Statements according to A2 Level of the CEF
Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.	A1
Have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
Have a sufficient vocabulary for the expression of basic communicative needs.	Has a sufficient vocabulary for the expression of basic communicative needs.
Have a sufficient vocabulary for coping with simple survival needs.	Has a sufficient vocabulary for coping with simple survival needs.
Control a narrow repertoire dealing with concrete everyday needs.	Can control a narrow repertoire dealing with concrete everyday needs.
Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	A1
Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.	Can establish social contact: greetings and farewells; introductions; giving thanks.
Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less	A1

familiar words, and to repair communication.	
Expand learned phrases through simple recombination of their elements.	Can expand learned phrases through simple recombinations of their elements.
Tell a story or describe something in a simple list of points.	Can tell a story or describe something in a simple list of points.
Link words or groups of words with very basic linear connectors like 'and', 'then', 'but'.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
Link groups of words with simple connectors like 'and', 'but' and 'because'.	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
Communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
Use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.
Produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.
Have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
Make and respond to invitations, suggestions, apologies, etc.	Can make and respond to invitations, suggestions and apologies.
Adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.
Ask for attention.	Can ask for attention.
Initiate, maintain and close simple face-to-face conversation.	Can initiate, maintain and close simple, face-to-face conversation.
Use simple techniques to start, maintain, or end a short conversation.	Can use simple techniques to start, maintain, or end a short conversation.
Use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
Construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
Have a repertoire of basic language which enables them to deal with everyday	Has a repertoire of basic language which enables him/her to deal with everyday

situations with predictable content though they will generally have to compromise the message and search for words.	situations with predictable content, though he/she will generally have to compromise the message and search for words.
Use some simple structures correctly, but still systematically makes basic mistakes — for example tends to mix up tenses and forget to mark agreement: nevertheless, it is usually clear what they are trying to say.	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
Have pronunciation that is generally clear enough to be understood despite a noticeable foreign accent but conversational partners will need to ask for repetition from time to time.	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
Write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.
Copy short sentences on everyday subjects — e.g. directions how to get somewhere.	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere.
Socialize simply but effectively using the simplest common expressions and following basic routines.	Can socialise simply but effectively using the simplest common expressions and following basic routines.
Perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.
Make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.

(Adapted from Common European Framework of Reference for Languages, 2001 and Ersöz et al., 2006.)

For the list of linguistic competence levels students who complete the 4th, the 5th, the 6th, the 7th, and the 8th grade students are expected to show please see Appendix 1, Appendix 2, Appendix 3, and Appendix 4. As it can easily be seen in the table, the statements used by the MOE are almost the same with the expressions used by the CEF. 29 out of 31 expressions have their equivalents in A2 while the other 3 expressions belong to A1. This evidence proves the fact that the MOE aims for the 8th grade students to reach A2 level according to the CEF. In addition, the parallelism of the statements of the MOE and the CEF also proves that the MOE was impressed by the CEF criteria and content while designing the curriculum.

The resemblance is not limited to reading and writing skills and the knowledge of grammar and vocabulary, it also covers listening and speaking skills in addition to pronunciation as it can be seen in the table, but for our study these were not included for research purposes.

According to Ersöz et al. (2006), the course books are designed according to the aims of the MOE. Recently, the course books have been renewed and updated. Accordingly, the 4th grade and the 5th grade students use course books titled as “Time for English” and the 6th, the 7th, and the 8th grade students use course books titled as “Spot On”. The course books pay attention to all four skills of language in addition to knowledge of grammar and vocabulary. Grammar and vocabulary sections are practiced in the workbooks. The course books include CD for the teacher to use for the listening sections. Moreover, the course books provide a teacher’s book which gives clues on how to use the book to the teachers. The teacher’s book also gives sample exams which include listening, reading, writing, grammar and vocabulary sections. The sample exams lack in testing speaking.

To sum up, it can be assumed that the MOE pays great attention to being in line with the European educational system which results in paying attention to the CEF criteria and content.

4.3. Students’ Language Level

The second and the third research questions in the study are:

What are the 8th grade students’ English language levels in terms of reading, writing, vocabulary and grammar in Kuyucak, Aydın? and

To what extent do the 8th grade students in state primary schools in Kuyucak, Aydın reach the goals of the curriculum of the MOE in terms of reading, writing, vocabulary and grammar?

To answer the second and the third research questions, analysis of the examination results was carried out. The proficiency level of participants was measured through a language test which was adapted from KET for Schools Sample Exam which

was explained in detail in methodology chapter. For KET, students needed to get 70 points in order to pass. In this test, this mark was equal to 798 points. In the examination, each item was 19 marks and if a student had answered all the questions correctly, he/she would have got 1140 points. Table 4.2. presents the results about students' proficiency levels obtained through this test.

Table 4.2. Proficiency Level of the Participants

Proficiency Level	Number of Students	Percentage
A2	10	5 %
A1	199	95%

The evaluation of the proficiency measurement demonstrates that 10 students out of 209 fell into A2 level with a percentage of 5. Accordingly, a majority of the participants (95%) were unable to get enough mark in reading and writing test. This means that the goals of the Ministry of Education are high for many students but reachable for only a few students.

In order to find out the summary statistics such as mean, standard deviation of the language test, descriptive statistics were carried out and means were calculated. Table 4.3. reveals the descriptive statistics of the marks the students got from the language test.

Table 4.3. Descriptive Statistics for the Language Test

	N	Minimum	Maximum	Mean	Std. Deviation
Examination Marks	209	76	1083	427,32	199,75

In the output presented above, the information for examination marks is summarized. It can be inferred from the Table 4.3. that we have information from 209 respondents, the range of marks is from 76 to 1083, with a mean of 427,32 and standard deviation of 199,75. Although the participants were homogeneous in terms of educational conditions, they differed from each other in terms of their language proficiency.

To find out the reliability of the test, an Alpha reliability value was needed. According to Pallant (2001) achievement perceptions scale that includes 56 items has good internal consistency. In the current study, the Cronbach alpha coefficient was .859 for 56 items. The values that are in the accepted level of reliability (Pallant, 2001) prove that the scale is reliable for data collection.

To obtain descriptive statistics for language test frequencies were used to see how many participants got each mark. Table 4.4. shows the frequencies of the results of the language test which was applied to the participants.

Table 4.4. Frequencies of the Examination Marks

Exam Marks	Frequency	Percent	Valid Percent	Cumulative Percent
76	1	,5	,5	,5
95	1	,5	,5	1,0
133	1	,5	,5	1,4
152	4	1,9	1,9	3,3
171	8	3,8	3,8	7,2
190	12	5,7	5,7	12,9
209	10	4,8	4,8	17,7
228	6	2,9	2,9	20,6
247	3	1,4	1,4	22,0
266	3	1,4	1,4	23,4
285	10	4,8	4,8	28,2
287	1	,5	,5	28,7
304	4	1,9	1,9	30,6
306	4	1,9	1,9	32,5
323	2	1,0	1,0	33,5
325	1	,5	,5	34,0
342	7	3,3	3,3	37,3
344	1	,5	,5	37,8
361	5	2,4	2,4	40,2
363	4	1,9	1,9	42,1
380	9	4,3	4,3	46,4
382	1	,5	,5	46,9
399	9	4,3	4,3	51,2
401	1	,5	,5	51,7
418	10	4,8	4,8	56,5
420	1	,5	,5	56,9
437	4	1,9	1,9	58,9
439	3	1,4	1,4	60,3
456	4	1,9	1,9	62,2
458	5	2,4	2,4	64,6
475	2	1,0	1,0	65,6

477	1	,5	,5	66,0
494	6	2,9	2,9	68,9
496	4	1,9	1,9	70,8
513	1	,5	,5	71,3
515	1	,5	,5	71,8
532	6	2,9	2,9	74,6
551	5	2,4	2,4	77,0
570	5	2,4	2,4	79,4
589	3	1,4	1,4	80,9
608	4	1,9	1,9	82,8
610	1	,5	,5	83,3
627	6	2,9	2,9	86,1
629	1	,5	,5	86,6
646	2	1,0	1,0	87,6
648	1	,5	,5	88,0
665	3	1,4	1,4	89,5
667	2	1,0	1,0	90,4
684	1	,5	,5	90,9
703	1	,5	,5	91,4
722	3	1,4	1,4	92,8
779	5	2,4	2,4	95,2
874	3	1,4	1,4	96,7
950	1	,5	,5	97,1
969	4	1,9	1,9	99,0
988	1	,5	,5	99,5
1083	1	,5	,5	100,0
Total	209	100,0	100,0	

From the output shown in Table 4.4., we know that there is one participant who got 76 points from the examination (0.5 %) in the sample. This is the lowest mark in the whole sample, and the highest mark is 1083 points which belongs to 1 participant (0.5 %) in the sample. The highest frequency level is 12 participants (5.7 %) with 190 points. In order to reveal the number of students that answered each of the 55 items correctly, the following figure was developed.

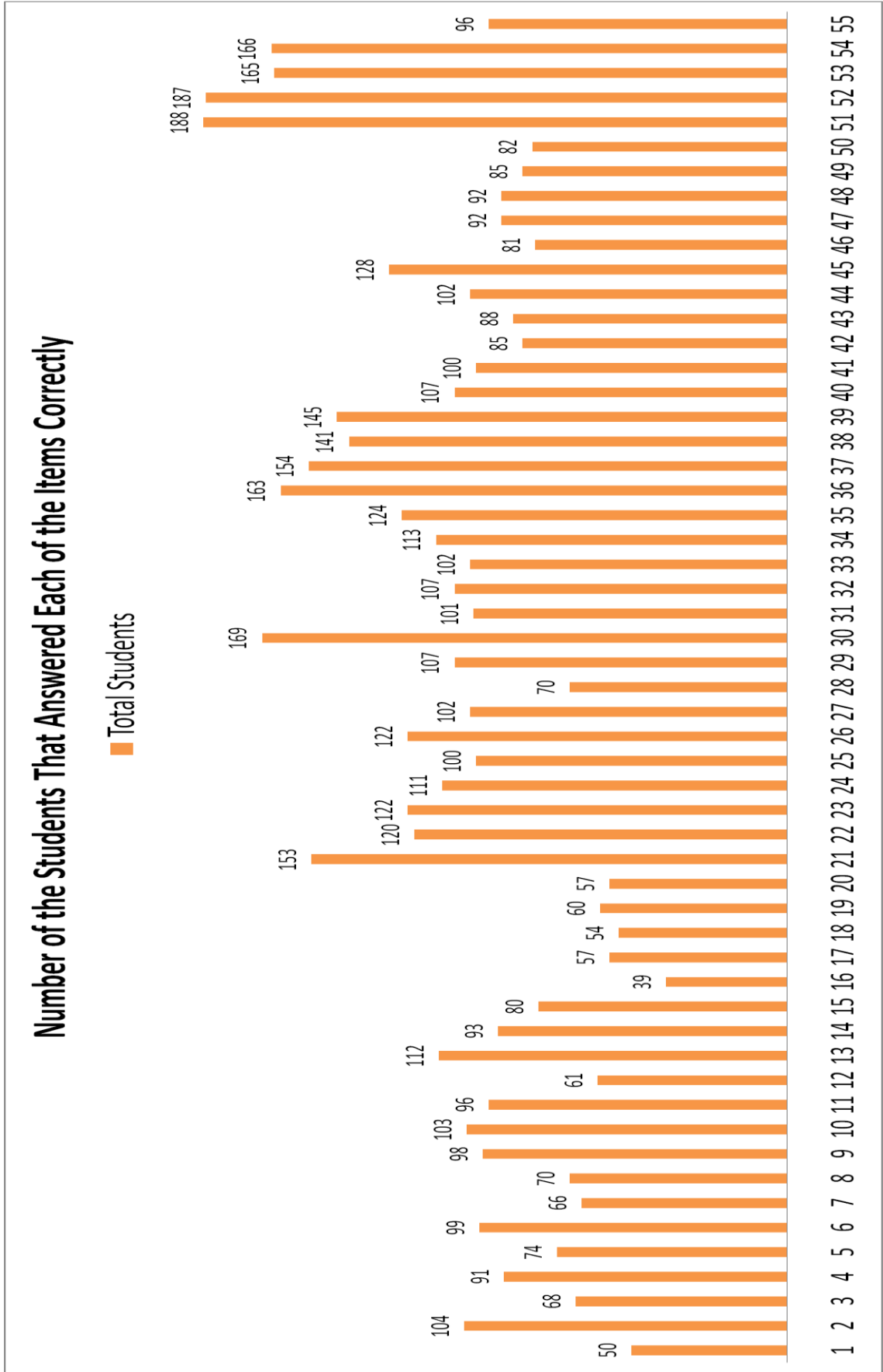


Figure 4.1. Number of the Students That Answered Each of the Items Correctly

According to Figure 4.1. it can be assumed that 51st item that belonged to Part 8 in the examination was the easiest item in the examination because it was the item which was answered correctly by the participants the most frequently. Moreover 16th item which belonged to Part 3 was the hardest item in the examination because only 39 participants answered the question correctly. More information about the parts of the examination is provided in the following paragraphs.

KET for Schools Sample Exam originally contains nine main parts. In methodology chapter, general description of the language test and information on structure and tasks of each of the nine parts of the test are given. In the following paragraphs, each of the nine parts are analyzed according to Figure 4.1.

Part 1 included the first 5 items (1-5); and in part 1, the participants were tested on their ability to understand the main message of a sign, notice or other very short text. This was a matching question, requiring participants to match five sentences to the appropriate sign or notice. According to the figure, this part was neither a very hard, nor a very easy part for the participants. 50 participants succeeded in the first item, 104 students succeeded in the second item, 68 participants succeeded in the third item, 91 participants succeeded in the fourth item, 74 participants succeeded in the fifth item. This means that the students were not successful enough in reading skill.

Part 2 included 5 items (6-10), and in Part 2, the participants were tested on their knowledge of vocabulary. They were asked to fill the gap in each of five sentences with one of the three options provided. There was a completed example sentence at the beginning. The six sentences were all on the same topic or were linked by a simple story line. Participants should deal with each sentence individually but be aware that the overall context will help them find the correct answer. According to the figure, this part was an easy part for the students, because nearly half of the students could succeed in this part. This means that the students are better in vocabulary than they were in reading.

Part 3 included 10 items (11-20), and in Part 3, the participants were tested on their ability to understand the language of the routine transactions of daily life.

Questions 11–15 were multiple choice (three options). The Participants were asked to complete five 2-line conversational exchanges. According to the figure, this section was an easy one for the students, because nearly half of the students could succeed in this part. Accordingly, the students could deal with daily routine small dialogues. Questions 16–20 are matching questions. Participants were asked to complete a longer dialogue, by choosing from a list of eight options. These dialogues took place in social situations. When it comes to this section, the results changed greatly. This section was the hardest one in the whole exam because the least frequency of the right answers belongs to this section. As a result, although the students can exchange daily routine small dialogues, they cannot cope with longer dialogues.

Part 4 included 7 items (20-27), and in Part 4, the participants were tested on their ability to understand the main ideas and some details of longer texts. Texts might include vocabulary which was unfamiliar to the candidates, but this should not interfere with their ability to complete the task. According to the figure, this section was an easy one for the students, because nearly half of the students could succeed in this part. As a result, it can be concluded that the students can grasp the meaning of unfamiliar vocabulary when they were contextualised.

In Part 5, there were 8 items (27-35), and in Part 5, the participants were tested on their knowledge of grammatical structure and usage in the context of a reading text. Words were deleted from the text and participants were asked to complete the text by choosing the appropriate word from three options. Deletions mainly focused on structural elements, such as verb forms, determiners, pronouns, prepositions and conjunctions. Understanding of structural relationships at the phrase, clause, sentence or paragraph level is also required. According to the figure, this section was an easy one for the students, because nearly half of the students could succeed in this part. As a result, it can be concluded that the students can deal with structural relationships; they are able to cope with grammar exercises.

Part 6 included 5 items (35-40), and in Part 6, participants were asked to produce five items of vocabulary and to spell them correctly. The five items of vocabulary all belonged to the same lexical field (free time activities). For each word they had to write, candidates are given a ‘definition’ of the type you can find in a learner’s dictionary,

followed by the first letter of the required word and a set of dashes to represent the number of the remaining letters in the required word. There was a worked example at the beginning. According to the figure, this part was an easy part for the students, because nearly half of the students could succeed in this part. This means that the students are good in vocabulary.

Part 7 included 10 items (41-50), and in Part 7, participants were asked to complete a gapped text. Deletions in the text focused on grammatical structure and vocabulary. Correct spelling of the missing words was essential in this part. According to the figure, this part was neither a very hard, nor a very easy part for the participants so the students are not good enough in dealing with grammar and vocabulary in a gapped text.

Part 8 consisted of 5 items (51-55), and in Part 8, participants completed a simple information transfer task. They were asked to use the information in two short texts to complete a note. Participants had to understand the texts in order to complete the task, and the focus was on both writing and reading ability. Participants were expected to understand the vocabulary commonly associated with forms and note taking, for example, name, date, time, cost, etc. The required written production was at word and phrase level, not sentence. Correct spelling was essential in this part. According to the figure this part was the easiest part in the whole examination because the highest frequency of the right answers belongs to this part. As a result, it can be assumed that the students can understand the vocabulary commonly associated with forms and note taking, for example, name, date, time, cost, etc.

In Part 9, there was 1 item (56) and in Part 9, participants were given the opportunity to show that they could communicate a written message (25–35 words) of an authentic type (e-mail to a friend). The instructions indicated the type of message required, who it was for and what kind of information should be included. Candidates had to respond to the prompts given. All three prompts had to be addressed in order to complete the task fully. The item 56th had a different marking system which was explained in detail in methodology chapter. According to KET, the marks that the participants might have got, ranged from 0 to 5 points. In this test, the range was

between 0 to 95 points. The following figure shows the percentage of the students' total marks of the 56th item.

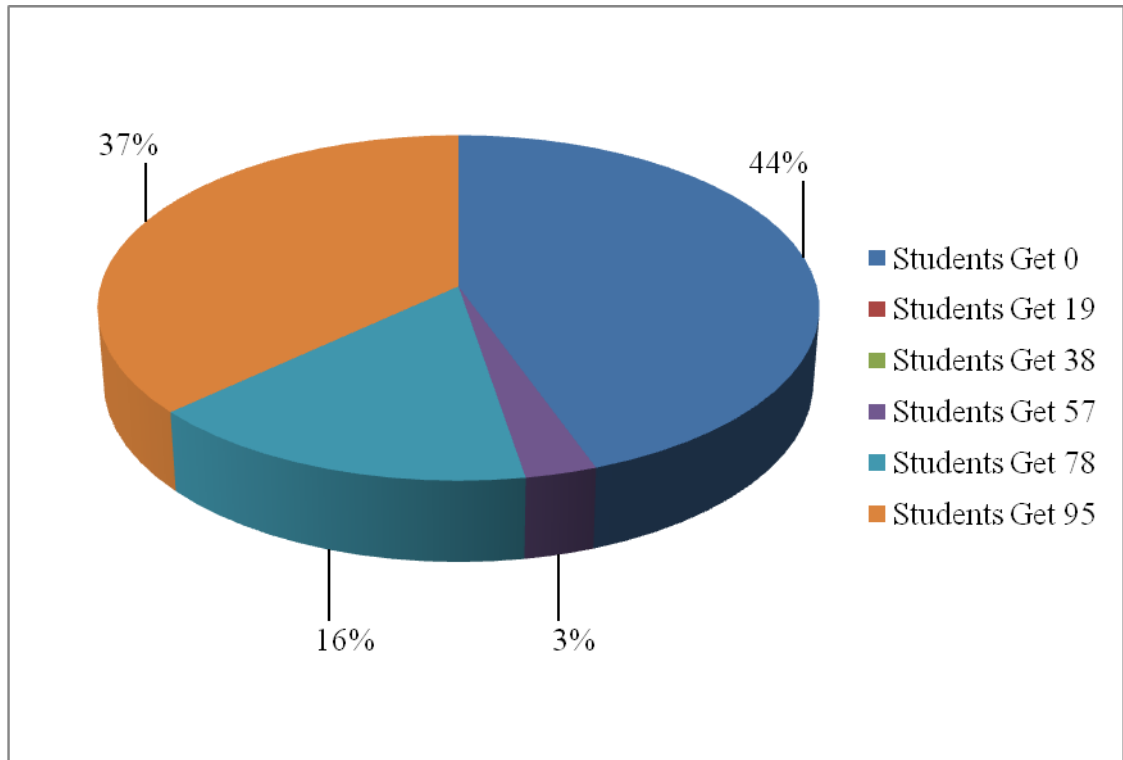


Figure 4.2. Percentage of the Students' Total Marks of the 56th Item

The figure shows that, 37 % of the students got 95 points, 16 % of the students got 78 points, 3 % of the students got 57 points, none of the students got 38 or 19 points, 44 % of the students got 0 point. Accordingly, it can be assumed that the students can write but not efficiently. Nearly half of the students failed to write which means more writing instructions and activities should be given in classrooms.

In order to show the number of students and their marks according to 56th item, the following figure was developed:

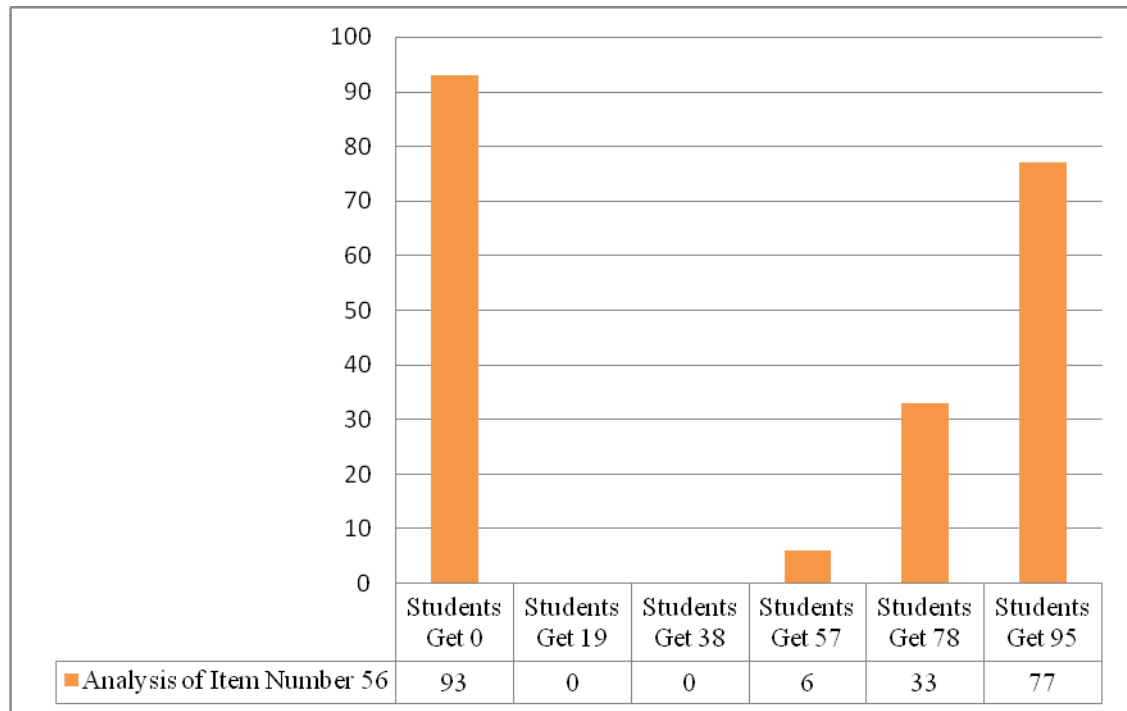


Figure 4.3. Number of Students and Their Mark According to the 56th Item

The figure shows that, 93 students got 0 points, which means they could have written nothing or almost nothing, none of the students got 19 or 38 points, 6 students got 57 points, 33 students got 78 points, and 77 students got 95 points, which means they could have written perfect enough to get full mark. According to the results, an underestimatable amount of students got a full mark which is quite important. So, it can be deduced that the students can write just in case they are given enough chance to write.

In conclusion, with regard to our second and third research questions, English language levels of the 8th grade students in terms of reading, writing, vocabulary and grammar are A1 according to the CEF criteria and content. In addition, only 5% of the 8th grade students (10 students) reach the goals of the curriculum of the MOE in terms of reading and writing skills and, knowledge of vocabulary and grammar.

4.4. Students' Perceptions towards Their Own Language Proficiency

The fourth research question in the study was;

What are the perceptions of students towards their own language level in terms of reading, writing, vocabulary and grammar?

To answer the fourth research question, the analysis of the questionnaire results was carried out. With the purpose of having an understanding on the participants' perceptions towards their own language sufficiency, a questionnaire composed of 19 scaled items was conducted with the participants. The questionnaire applied to students was explained in detail in methodology chapter.

In the questionnaire each of the 19 questions had 60 points and according to this, the choice "always" had 60 points, the choice "sometimes" had 30 points, and the choice "never" had 0 points. If a student answered all the questions as "always", then, that student would get 1140 points. According to KET the students needed to get 70 points to pass. In our test, this mark was equal to 798 points. Table 4.5. presents the result about students' perceptions of their own proficiency levels obtained through this questionnaire.

Table 4.5. Proficiency Level of the Participants

Proficiency Level	Number of Students	Percentage
A2	51	23 %
A1	158	77 %

The evaluation of the proficiency measurement demonstrates that 51 students out of 209 fell into A2 level with a percentage of 23%. Accordingly, a majority of the participants (158) perceived themselves insufficient in reading writing, grammar and vocabulary.

To get summary statistics such as mean, standard deviation of the language test descriptive statistics were carried out. Table 4.6. shows the descriptive statistics of the marks the students got from the questionnaire.

Table 4.6. Descriptive Statistics for the Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Questionnaire Marks	209	0	1140	607.75	223.43

In the output presented above, the information for questionnaire results is summarized. It can be inferred from the Table 4.6. that concerning the questionnaire results, we have information from 209 respondents, the range of marks is from 0 to 1140, with a mean of 607.75 and standard deviation of 223.43. Although the participants were homogeneous in terms of educational conditions, they differed from each other in terms of their perception of language proficiency in English.

To find out the reliability of the questionnaire, an Alpha reliability value was needed. According to Pallant (2001) achievement perceptions scale that includes 19 statements has good internal consistency. In the current study, the Cronbach alpha coefficient was .869 for 19 items. The values that are in the accepted level of reliability (Pallant, 2001) prove that the scale is reliable for data collecting.

To obtain descriptive statistics for questionnaire frequencies were used. This would tell us how many people got each mark. Table 4.7. shows the frequencies of the results of the questionnaire which was applied to the participants.

Table 4.7. Frequencies of the Questionnaire Results

Questionnaire Results	Frequency	Percent	Valid Percent	Cumulative Percent
0	1	.5	.5	.5
120	2	1.0	1.0	1.4
150	4	1.9	1.9	3.3
180	1	.5	.5	3.8
210	3	1.4	1.4	5.3
240	3	1.4	1.4	6.7
270	3	1.4	1.4	8.1
300	7	3.3	3.3	11.5
330	3	1.4	1.4	12.9
360	10	4.8	4.8	17.7
390	2	1.0	1.0	18.7
420	5	2.4	2.4	21.1
450	7	3.3	3.3	24.4
480	11	5.3	5.3	29.7
510	13	6.2	6.2	35.9
540	10	4.8	4.8	40.7
570	13	6.2	6.2	46.9
600	9	4.3	4.3	51.2
630	10	4.8	4.8	56.0
660	11	5.3	5.3	61.2
690	10	4.8	4.8	66.0
720	9	4.3	4.3	70.3
750	3	1.4	1.4	71.8
780	8	3.8	3.8	75.6
810	9	4.3	4.3	79.9
840	12	5.7	5.7	85.6
870	7	3.3	3.3	89.0
900	7	3.3	3.3	92.3
930	4	1.9	1.9	94.3
960	4	1.9	1.9	96.2
990	3	1.4	1.4	97.6
1020	2	1.0	1.0	98.6
1050	2	1.0	1.0	99.5
1140	1	.5	.5	100.0
Total	209	100.0	100.0	

From the output shown in Table 4.7. it is known that there is one participant who answered all the questions as “Never” and got 0 point from the questionnaire (0,5 %), and there is one participant who answered all the questions as “Always” and got 1140 points from the questionnaire (0,5 %) in the sample. The highest frequency level is 510 and 570 points with 13 participants (6.2 %) in the sample.

In order to analyse the questionnaire more deeply, it is appropriate to look into each of the items used in the questionnaire closer. The following data in Table 4.8. shows percentages and frequencies of each of the choices in the questionnaire.

Table 4.8. Analysis of the Questionnaire Items

Item Number	Never		Sometimes		Always	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	11	5	116	56	82	39
2	34	16	118	57	57	27
3	40	19	101	48	68	33
4	38	18	96	46	75	36
5	114	55	55	26	40	19
6	45	21	85	41	79	38
7	51	24	79	38	79	38
8	32	15	105	50	72	35
9	33	16	95	45	81	39
10	86	16	99	45	24	39
11	41	20	99	47	69	33
12	52	25	87	42	70	33
13	83	40	81	39	45	21
14	40	19	88	42	81	39
15	73	35	109	52	27	13
16	41	20	100	48	68	32
17	62	30	84	40	63	30
18	50	24	86	41	73	35
19	38	18	97	47	74	35

As it was stated in the methodology chapter, the questionnaire applied to students was directly translated into Turkish from the criteria of A2 level of the CEF. The questionnaire asked students about their opinion on their proficiency level in English on writing (1-7), reading (8-17), grammar (18) and vocabulary (19). Range of items in the questionnaire was not decided upon by the researcher as the items were directly translated from the A2 level of the CEF. Accordingly, the following paragraphs discuss the results of each of the items under the headings of writing, reading, grammar and vocabulary.

4.4.1. Items Related to Writing

The first item was about the students' ability to use linear connectors:

1. Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

This item is about coherence of the written text, and the results show that 5 % of the students (11 students) answered this item as "Never", 39 % of the students (82 students) answered as "Always", and 56 % of the students (116 students) as "Sometimes". According to the results, it can be concluded that the students feel positive towards their ability to use linear connectors. Only 5 % of the students feel inadequate. But still they feel insecure about using linear connectors, because more than half of the students answered the question as "sometimes" instead of "always".

The second item was about the students' ability to link sentences:

2. Can write about everyday aspects of their environment, e.g. people, places, a job or study experience in linked sentences.

This item is about writing ability and the results show that, 16 % of the students (34 students) answered as "Never", 27 % (57 students) as "Always", and 57 % (118 students) as "Sometimes". According to the results, it can be concluded that the students feel positive towards linking sentences. Only 16 % of the students feel inadequate. But still they feel insecure about using linear connectors, because more than half of the students answered the question as "sometimes" instead of "always".

The third item was about the students' ability to write descriptions:

3. Can write very short, basic descriptions of events, past activities and personal experiences.

This item is about writing ability plus knowledge of simple past tense and according to the results, 19 % of the students (40 students) answered as "Never", 33 % (68 students) as "Always", and 48 % (101 students) as "Sometimes". Accordingly, it can be concluded that the students feel positive towards writing descriptions. Only 19 % of the students feel themselves inadequate. But still they feel insecure about writing descriptions, because more students answered the question as "never" than first two

items. On the other hand, also more students answered as “always” if it is compared to the first two items.

The fourth item was about the students’ ability to use present perfect tense:

4. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.

This item is about writing ability plus knowledge of present perfect tense and according to the results, 18 % of the students (38 students) answered as “Never”, 36 % (75 students) as “Always”, and 46 % (96 students) as “Sometimes”. Accordingly, it can be concluded that the students feel positive towards using present perfect tense and simple past tense. Only 18 % of the students feel inadequate. But still they feel insecure about writing descriptions, because nearly half of the students answered the item as “sometimes” instead of “always”.

The fifth item was about the students’ ability to write biographies and poems:

5. Can write short, simple imaginary biographies and simple poems about people.

This item is about writing ability and according to the results, 55 % of the students (114 students) answered as “Never”, 19 % (40 students) as “Always”, and 26 % (55 students) as “Sometimes”. Accordingly, it can be concluded that the students feel negative towards writing biographies and writing poems. Only 19 % of the students feel adequate. This can be a result of their not having a chance to try this before.

The sixth item was about the students’ ability to write sentences:

6. Can write simple isolated phrases and sentences.

This item is about writing ability and according to the results, 21 % of the students (45 students) answered as “Never”, 38 % (79 students) as “Always”, and 41 % (85 students) “Sometimes”. Accordingly, it can be concluded that the students feel positive towards writing skill. Only 21 % of the students feel inadequate. But still they feel insecure about their writing ability.

The seventh item was about the students’ ability to write personal letters:

7. Can write very simple personal letters of apology or pleasure.

This item is about writing ability and the results reveal that 24 % of the students (51 students) answered as “Never”, 38 % (79 students) as “Always”, and 38 % (79 students) as “Sometimes”. According to the results, it can be concluded that the students feel positive towards writing personal letters. Only 24 % of the students feel inadequate, and they feel secure about writing personal letters. This can be because their course book includes many examples and exercises on writing personal letters. The more the students practice on a subject, the more they feel adequate on that subject.

4.4.2. Items Related to Reading

The eighth item was about the students’ ability to read:

8. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.

This item is about reading comprehension ability and the results show that, 15 % of the students (32 students) answered as “Never”, 35 % (72 students) as “Always”, and 50 % (105 students) as “Sometimes”. According to the results, it can be concluded that the students feel positive towards reading comprehension. Only 15 % of the students (32 students) feel inadequate, and they feel secure about their reading comprehension. Moreover, reading is a receptive skill and it does not demand production on the part of the learner. So the students may feel it easier to cope with reading activities.

The ninth item was about the students’ ability to understand reading texts:

9. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

This item is about reading comprehension ability and according to the results, 16 % of the students (33 students) answered as “Never”, 39 % (81 students) as “Always”, and 45 % (95 students) as “Sometimes”. Accordingly, it can be concluded that the students feel positive towards reading comprehension. Only 16 % of the students feel inadequate, and they feel secure about reading comprehension. This can be because their course book includes many examples and exercises on reading comprehension.

The tenth item was about the students’ ability to understand familiar topics:

10. Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.

This item is about reading comprehension ability and according to the table, 16 % of the students (86 students) answered as “Never”, 39 % (24 students) as “Always”, and 45 % (99 students) as “Sometimes”. Accordingly, it can be concluded that the students feel positive towards reading comprehension. And they feel secure about reading comprehension.

The eleventh item was about the students’ ability to understand personal letters:

11. Can understand short simple personal letters.

This item is about reading comprehension ability and according to the results, 20 % of the students (41 students) answered as “Never”, 33 % (69 students) as “Always”, and 47 % (99 students) as “Sometimes”. Accordingly, it can be concluded that the students feel positive towards understanding personal letters. Only 20 % of the students (41 students) feel inadequate in understanding personal letters and they feel secure about understanding personal letters. This can be because their course book includes many samples and exercises on personal letters. The more the students practice on a subject, the more they feel adequate on that subject. Moreover, reading is a receptive skill and it does not demand production on the part of the learner. So the students may feel it easier to cope with reading activities

The twelfth item was about the students’ ability to distinguish information:

12. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.

This item is about reading ability for orientation and according to the table, 25 % of the students (52 students) answered as “Never”, 33 % (70 students) as “Always”, and 42 % (87 students) as “Sometimes”. The results suggest that the students feel positive towards reading ability for orientation. Only 25 % (52 students) of the students feel inadequate. But still they feel insecure about finding specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. This can be a result of their being not used to authentic materials.

The thirteenth item was about the students’ ability to locate information:

13. Can locate specific information in lists and isolate the information required (e.g. use the ‘Yellow Pages’ to find a service or tradesman).

This item is about reading ability for orientation and according to the results, 40 % of the students (83 students) answered as “Never”, 21 % (45 students) as “Always”, and 39 % (81 students) as “Sometimes”. Accordingly, it can be concluded that the students feel negative towards locating specific information. Only 21 % (45 students) of the students feel adequate and they feel insecure about locating specific information in lists and isolate the information required. This can be a result of their being not used to authentic materials.

The fourteenth item was about the students’ ability to reading for orientation:

14. Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.

This item is about reading ability for orientation and the results reveal that 19 % of the students (40 students) answered as “Never”, 39 % (81 students) as “Always”, and 42 % (88 students) as “Sometimes”. Accordingly, the students feel positive towards reading ability for orientation. Only 19 % of the students (40 students) feel inadequate. But still they feel insecure about understanding everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings. Perhaps they were not exposed to authentic materials sufficiently.

The fifteenth item was about the students’ ability to identify specific information:

15. Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspapers articles describing events.

This item is about reading ability for information and argument, and according to the results, 35 % of the students (73 students) answered as “Never”, 13 % (27 students) as “Always”, and 52 % (109 students) as “Sometimes”. Accordingly, the students feel negative towards identifying specific information in simpler written material he/she encounters such as letters, brochures and short newspapers articles describing events. Only 13 % of the students (27 students) feel adequate and they feel insecure about reading ability for information and argument. This can be a result of their not being used to authentic materials.

The sixteenth item was about the students' ability to understand regulations:

16. Can understand regulations, for example safety, when expressed in simple language.

This item is about reading ability for understanding instructions, and the results reveal that 20 % of the students (41 students) answered as "Never", 32 % (68 students) as "Always", and 48 % (100 students) as "Sometimes". According to the results, the students feel positive towards reading ability for understanding instructions. Only 20 % of the students (41 students) feel inadequate. But still they feel insecure about understanding regulations. This can be a result of their not being used to authentic materials.

The seventeenth item was about the students' ability to understand instructions:

17. Can understand simple instructions on equipment encountered in everyday life such as a public telephone.

This item is about reading ability for understanding instructions, and according to the results, 30 % of the students (62 students) answered as "Never", 30 % (63 students) as "Always", and 40 % (84 students) as "Sometimes". Frequencies of the students' answers to this item is nearly equated.

4.4.3. Item Related to Grammar

The eighteenth item was about accuracy:

18. Can use some simple structures correctly, but still systematically make simple mistakes- for example they tend to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what they are trying to say.

This item is about accuracy, and according to the table, 24 % of the students (50 students) answered as "Never", 35 % (73 students) as "Always", and 41 % (86 students) as "Sometimes". Accordingly, it can be concluded that the students feel positive towards accuracy. Only 24 % of the students (50 students) feel inadequate. They feel secure about using some simple structures correctly. This can be because they are used to grammar explanations and exercises in classroom.

4.4.4. Item Related to Vocabulary

The last item was about vocabulary:

19. Use basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.

This item is about vocabulary, and the results reveal that 18 % of the students (38 students) answered as “Never”, 35 % (74 students) as “Always”, and 47 % (97 students) as “Sometimes”. According to the table, it can be concluded that the students feel positive towards accuracy. Only 18 % of the students (38 students) feel inadequate. And they feel secure about using basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. This can be because they are used to vocabulary exercises in classroom.

In conclusion, with regard to our fourth research question, in Kuyucak, Aydın, students’ perceptions towards their own English language levels in terms of reading, writing, vocabulary and grammar are A1 according to CEF criteria and content. In addition, only 23% of the 8th grade students (51 students) in state primary schools in Kuyucak, Aydın feel sufficient enough in terms of reading and writing skills and knowledge of vocabulary and grammar. This is also parallel with their test scores.

4.5. Relationship between the Students’ Actual Level and Their Perceptions

The fifth and the sixth research questions in the study are;

Do the students’ perceptions towards their own language level in terms of reading, writing, vocabulary and grammar affect their performance? and,

Is there a correlation between the students’ language level and their perception towards their own language level in terms of reading, writing, vocabulary and grammar?

To answer the fifth and the sixth research questions Pearson correlation was employed. KET is an A2 level exam and the questionnaire is directly translated from the A2 level of the CEF. So the questionnaire items and the test items are closely overlapped. Table 3.14. shows matching of the questionnaire items to their equivalents of examination items and according to the table, it can be seen that all the questions in the questionnaire were equivalent to the items in the examination.

Before performing a correlation analysis, it will be appropriate to check for the preliminary analyses of normality, linearity and homoscedasticity. According to Pallant (2001) scores on each variable should be normally distributed. This can be checked by the histograms of scores on each variable and Kolmogorov-Smirnov Test of Normality. Moreover, the relationship between the two variables should be linear. This means that when you look at a scatterplot of scores you should see a straight line (roughly), not a curve. Furthermore, when it comes to homoscedasticity, the variability in scores for variable X should be similar at all values of variable Y. If you check the scatterplot, you should see a fairly even cigar shape along its length.

In order to check the normality of our variables, Kolmogronov-Smirnov Test of Normality was applied. Table 4.9. shows test result of normality.

Table 4.9 Test of Normality

	Kolmogorov-Smirnov^a		
	Statistic	df	Sig.
Q	.062	209	.050
T	.085	209	.001

a. Lilliefors Significance Correction

In Table 4.9. the results of the Kolmogronov-Smirnov statistic are given. This assesses the normality of the distribution of scores. According to Pallant (2001) a non-significant result (Sig value of more than .05) indicates normality. In this case Sig Value is .050 for questionnaire results and .001 for test results suggesting the violation of the assumption of normality for the test results. Pallant (2001) further suggests that this is quite common in larger samples.

Furthermore, inspection of the shape of the histogram provides information about the distribution of scores on the continuous variable. Figures 4.4. and 4.5. show histogram of questionnaire and test results.

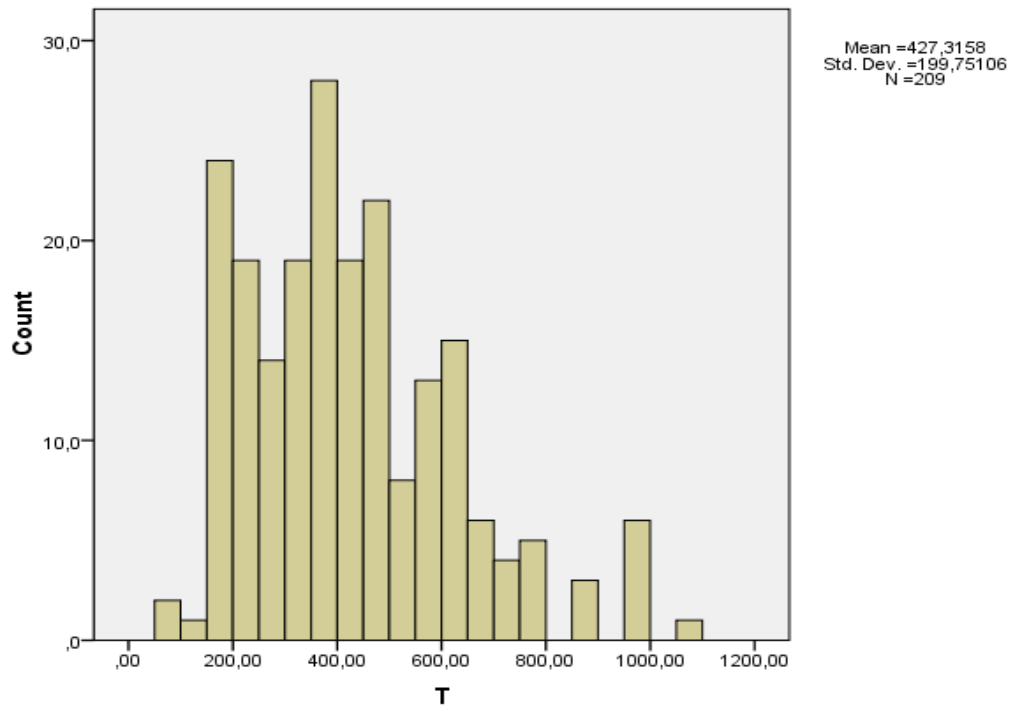


Figure 4.4. Histogram of the Test Results

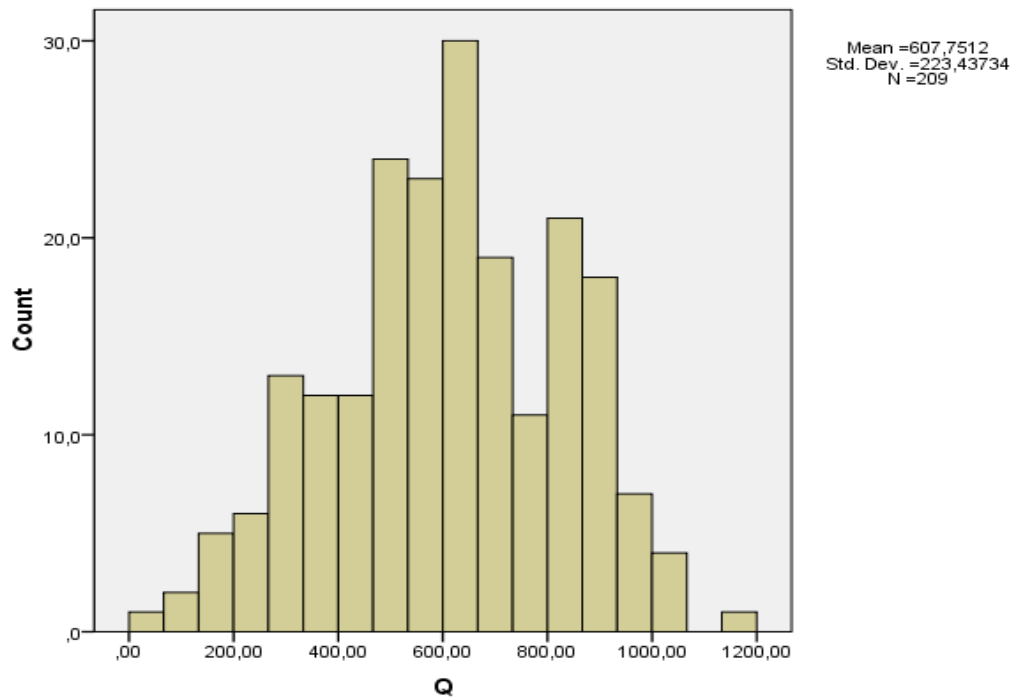


Figure 4.5. Histogram of the Questionnaire Results

Pallant (2001) suggests that the scores are reasonably normally distributed, with most scores occurring in the centre, tapering out towards the extremes.

According to Pallant (2001) before performing a correlation analysis it is wise to generate a scatterplot. This enables the researcher to check for violation of the assumptions of linearity and homoscedasticity. Inspection of the scatterplots also gives the researcher a better idea of the nature of the relationship between the variables.

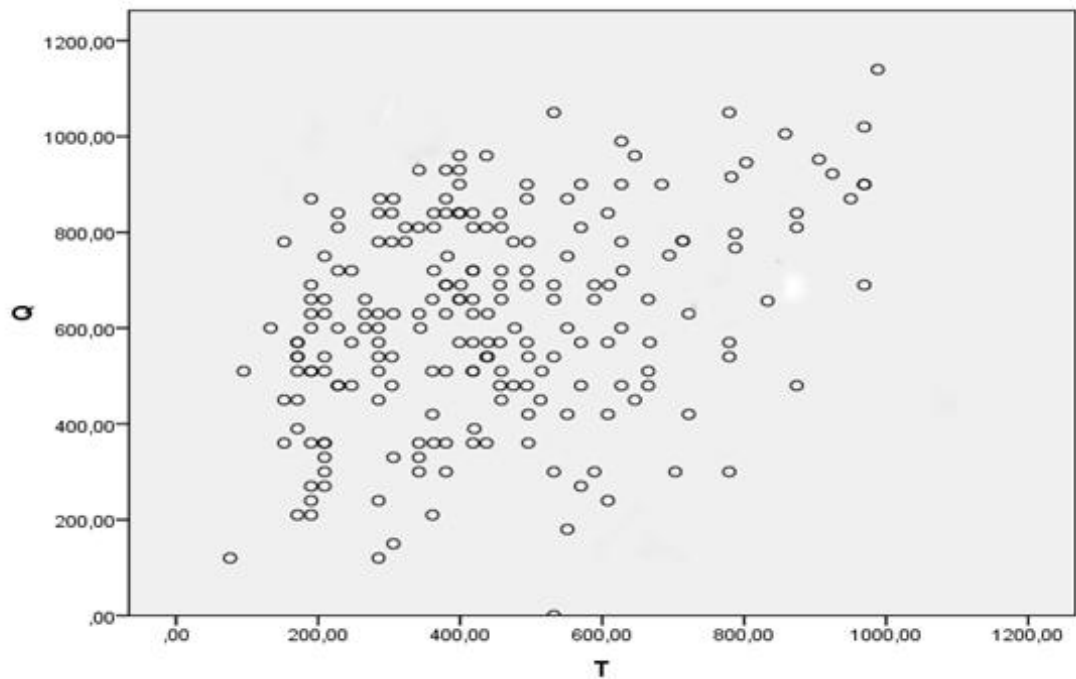


Figure 4.6. Scatterplot of Scores of Questionnaire and Test Results

From Figure 4.6. there appears to be a weak positive correlation between the test scores and the questionnaire scores for the sample as a whole. Respondents with high mark of questionnaire do not necessarily get a high mark from the test. There is no indication of a curvilinear relationship, so it would be appropriate to calculate a Pearson correlation for these two variables. The shape of the cluster is almost even from one end to the other, so our data is not violating the assumption of homoscedasticity and linearity.

To reveal correlation between the results of language test and the questionnaire, Pearson correlation was computed. In statistics correlation indicates the strength and direction of a linear relationship between two variables That is in contrast with the

usage of the term in colloquial speech, which denotes any relationship, not necessarily linear. The next thing to consider is the significance level (listed as **Sig. 2 tailed**). The level of statistical significance indicates how much confidence we should have in the results obtained. The significance of correlation is strongly influenced by the size of the sample (Pallant, 2001). The following table shows Pearson correlation results of the language test and the questionnaire.

Table 4.10. Correlation between Questionnaire and Test Results

		E
Q	Pearson Correlation	.176*
	Sig. (2-tailed)	.011
	N	209
*. Correlation is significant at the 0.05 level (2-tailed).		

According to Table 4.10, the Pearson correlation coefficient is .176; the significance level or p is .011 and the number of participants with both variables (*questionnaire results* and *examination results*) is 209. The relationship between questionnaire results and examination results was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a weak positive correlation between the two variables, $r = .176$, $n = 209$, $p > .0005$, with almost no relationship between the two measures

Accordingly, it should be kept in mind that the questionnaire was about the students' feelings of themselves about their level, and how adequate they felt themselves in English reading and writing skills; whereas the test shows how sufficient they actually were. For example, if a student had answered the 19th item of the questionnaire as "always", this would have meant that he/she felt himself/herself proficient in that topic. But this wouldn't have meant that he/she had actually been proficient in that topic. He/she might or might not have answered the 36th item in the exam. Accordingly, the result shows that the students are not autonomous enough to make decisions about their own learning proficiency. They are either too imaginative, or too diffident about their language levels.

In conclusion, with regard to our fifth and the sixth research questions, students' perceptions towards their own English language levels in terms of reading, writing, vocabulary and grammar do not affect their performance. In addition, there is not a significant correlation between the students' language level and their perception towards their own language level in terms of reading, writing, vocabulary and grammar. Such results rejects the fourth hypothesis so it is concluded that, there is a weak correlation between the students' language level and their perception towards their own language level in terms of reading, writing, vocabulary and grammar.

4.6. Conclusion

To conclude, the study seemed to produce fruitful results both for the teachers and students as the activities helped the students decide about their own language levels. Furthermore, the activities made the students think critically as they required them to solve problems and produce original ideas away from rote memorization.

CHAPTER FIVE

CONCLUSION

5.1. Introduction

This chapter concludes the whole study. It starts with an overview of the study and presents conclusions yielded from the study in terms of reading, writing, grammar, and vocabulary according to A2 level of the CEF, the 8th grade students' perceptions about their own language level, and the relationship between the two results with regard to levels of 8th grade students in state schools. Then, pedagogical implications of the study for teachers are presented. The chapter ends with the prospects for further research that offers some possible suggestions for the related studies that can be conducted in future.

5.2. Overview of the Study

As mentioned before, the main purpose of this study was to investigate language levels of 8th graders (n=209) according to the CEF criteria and content in terms of reading, writing, grammar, and vocabulary. It was hypothesized that in Turkey, 8th grade students in state primary schools reach A2 level of the CEF. Our data were based on the comparison of the aims and goals that were stated in the curriculum of the Ministry of Education and A2 level of the CEF and the results of the language test and questionnaire applied to the participants.

In order to collect the necessary data an analysis of the content of the CEF and the curriculum designed by the MOE was carried out, An already existent KET for Schools Sample Exam was adapted and utilized in order to find out the language levels

of the participants. To measure the students' perceptions, the researcher constructed a student questionnaire which was translated and adapted from A2 level of the CEF and administered it to the participants.

In the analysis of the data, four main analysis techniques were used: (1) Document analysis to compare the curriculum designed by the MOE with A2 level of the CEF, (2) descriptive statistical techniques to analyze the questionnaire and the examination data, (3) frequency statistical techniques to analyze the questionnaire and the examination data, (4) Pearson Correlation analysis to find out the correlation of perceptions of the participants with their language levels. As a result of the analyses, the following conclusions can be drawn.

5.3. Conclusions

In an attempt to see how closely the English language curriculum for primary education designed by the MOE and A2 level of the CEF match, the list of linguistic competence levels students who complete the primary education are expected to show was prepared first, and the items in the list were matched with their equivalents from 'can do' statements of A2 level of the CEF. The statements used by the MOE are almost the same with the expressions used by the CEF. 29 out of 31 expressions have their equivalents in A2 while the other 3 expressions belong to A1. This evidence proves the fact that the MOE aims for the 8th grade students to reach A2 level according to the CEF. In addition, the parallelism of the statements of the MOE and the CEF also proves that the MOE was influenced by the CEF criteria and content while designing the curriculum.

In addition, English language levels of the 8th grade students in terms of reading, writing, vocabulary and grammar are A1 according to the CEF criteria and content. In addition, only 5% of the 8th grade students (10 students) in state primary schools reach the goals of the curriculum of the MOE in terms of reading and writing skills and knowledge of vocabulary and grammar.

Moreover, students' perceptions towards their own English language levels in terms of reading, writing, vocabulary and grammar are A1 according to the CEF criteria and content. In addition, only 23% of the 8th grade students (51 students) in state primary schools Aydın feel sufficient enough in terms of reading and writing skills and knowledge of vocabulary and grammar. However, their test results reveal that most of them are still at A1 level.

Finally, there is not a significant correlation between the students' language level and their perception towards their own language level in terms of reading, writing, vocabulary and grammar. Accordingly, the results show that the students are not autonomous enough to make decisions about their own learning proficiency. They are either too imaginative or too diffident about their language levels.

This research study is done since there are many debatable and problematic subjects in language teaching education and process in Turkey, especially in today's world, where communication is inevitable and indispensable. From this point of view, the researcher studied the foreign language education in grade 8 of primary level students in Kuyucak, Aydın. This research study disclosed the present situation and weaknesses of the English language education in grade 8 of the primary schools to some extent.

To sum up, in this research 209 students took place and contributed to the research with their valuable effort, time and care. At the end of the research it was obtained from the data that the ELT process is doing well in terms of the aims of the curriculum but there are some weaknesses in terms of teaching process. Although the course books are efficient in the process, the curricula need to be redesigned and in-service training should be provided for the professional development of the ELT teachers by the MOE as well.

5.4. Implications of the Study

The results of the study have significant implications in terms of their methodological and pedagogical aspects.

In terms of methodological aspect, according to the results of the study, several conclusions can be drawn; first of all the language teaching programs at grade 8 of primary schools are not good enough and do not offer the students a successful process. Although these programs and curricula have been reorganized and reconstructed, and the approaches and methodology have been transformed into the communicative approach and interactive language teaching process; at application level, there are some deficiencies. Yücel (2007) explains in his research study on 27 English language teachers that the teachers find the ELT process in state schools unsuccessful because of inefficient course hours, insufficient time for practicing, boring curricula, lack of motivation and lack of technological instruments in the language classrooms. So this study supports such a claim.

Moreover, it shouldn't be forgotten that teachers are one of the most important factors of teaching language. Hence, changing the curriculum itself is not enough. In addition to this, teachers should be trained and they should be persuaded not to use old fashioned methods both in teaching and testing in classrooms. Using more communicative and function-based methods will be more fruitful because using language does not involve knowing grammar and vocabulary solely. This fact should be accepted by the teachers of English and the lessons should be conducted accordingly. There has to be organized intense in-service training about the Common European Framework of Reference for Languages; learning, teaching, assessment, European Language Portfolio, and the language projects of the EU, Council of Europe and the MOE for the present language teachers because especially European Language Portfolio is very important and highly useful in language teaching, learning process. The necessity for the in-service training courses of the teachers is also stressed by Karaata (2007). He culminates his research on in-service training courses for English Language Teachers with some advice to the MOE that the intensity of the courses should be increased, and the course programs should be professionally designed with the cooperation of Universities. The implications concerning the pedagogical aspects are worth taking into consideration. In-service teacher training courses should be intense for professional development of teachers in terms of life-long learning.

On the other hand, the results of the questionnaire showed that the students lacked in self-assessment ability because there was no correlation between the questionnaire results and the test results. Most probably it was the first time they had done such an assessment. Self-assessment is crucial for the self-awareness of the students because as it is indicated in the *Common European Framework for Reference for Languages* (2001) main potential for self-assessment is in its use as an instrument for motivation and awareness raising, helping learners to appreciate their strengths, recognize their weaknesses and orient their learning more effectively. It helps learner to identify their language profile in the first part of the European Language Portfolio.

Self-assessment can lead to use of English Language Portfolio (ELP) by the teachers for students if the teachers are informed and educated in terms of ELP in-service training seminars. However, according to the information shared at www.meb.gov.tr (2008), unfortunately none of the teachers had information about it. Therefore a pilot study in 15 schools for the students aged 10-14 was administered by the MOE in 2005-2006 school years and this pilot study was accredited by Council of Europe with the official number of 80.2006. Furthermore in order to widen the project, the MOE chose 10 Provinces in Turkey as sample group and started to study on (www.meb.gov.tr, 2008).

After doing the pilot study, it can be concluded that the students knew the forms but they didn't know their functions. The commands had better be given in English. In order to improve students' reading ability, story books, short stories, and poems should be encouraged to be read by the students. Moreover, different strategies can be suggested to the students. More writing activities can be done either in classroom or as homework. The more students need to write, the better their writing ability will be. Students can be trained on strategy use. Using more communicative and function-based methods will be more fruitful because using language does not involve knowing grammar and vocabulary solely. This fact should be accepted by the teachers of English and the lessons should be conducted accordingly.

5.5. Prospects for Further Research

This study aimed to deal with reading, writing, grammar, and vocabulary achievements of the participants. Listening and speaking can be studied, or a four-skill based study will be more fruitful for the researcher. Moreover, this study only aimed to deal with Kuyucak, Aydın province, but a more widespread study will provide more impactful results.

In terms of methodological aspect, it can be said that the research can be administered with the other students in other cities. This kind of study provides highly useful and reliable data about foreign language teaching process of the country in general and will disclose the situation in foreign language learning. Moreover this research can be done with the students of other levels as well as the 5th grade primary schools, or in high schools. It can be also a good idea to administer self-assessment or can do checklists to the students periodically so the development of the students can be monitored better and the students can also gain familiarity with the items and understand how it is going on because the first time they saw the items before the explanation they did not understand what they would do with them.

The results of the research can be analyzed separately for each school and the achievement difference can be found after the comparison of the results so that the achievement of teaching process in each school can be monitored and closer attempt or precautions can be taken in the process immediately.

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APPENDICES

Appendix 1

List of Linguistic Competence Levels and the Items Students Who Complete the 4th and the 5th Grades Are Expected To Show

- a. Have a very basic range of simple expressions about personal details and needs of a concrete type.
- b. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- c. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- d. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- e. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- f. Spell his/her address, nationality and other personal details.
- g. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- h. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

In order to achieve the above mentioned objectives, the following structures are suggested:

- Simple present tense “to be” as the copula verb: affirmative, negative, yes/no questions
- Imperatives: Classroom commands
- Wh- questions: What, How many, What color, Where? When? How old?
- Possessive pronouns
- Have got: affirmative, negative, yes/no questions
- Plural nouns
- Predicate adjectives
- Prepositions of place (in, on, under, next to)
- Prepositions of time on/at/ in
- adj. + noun combinations
- There is/ are
- Countable and uncountable nouns
- Quantifiers: Some / a lot of
- Time expressions such as in the morning, at noon, at night, etc.

As for contexts (situations and texts), the following can be used:

- informal inter-personal dialogues and conversations between people
- very short recorded dialogs and passages
- very short, simple reading texts
- visuals (pictures, drawings, plans, maps, cartoons, caricatures, photos, etc.)
- short phrases and sentences
- student conversations
- teacher-talk
- common everyday classroom language
- Short descriptive paragraphs
- games (TPR games, Spelling games, Categorization games, ball games, etc.)
- stories (story telling / story reading)
- drama and dramatization
- songs, chants and rhymes
- poems, riddles, jokes
- handcraft and art activities
- Word puzzles, word hunts, jumbled words, word bingo

- Recorded sounds (animals, nature, etc.)
- Drawing and coloring activities
- Connect the dots and maze activities
- Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists,
- Timetables, Weather reports, etc)
- Information gap activities

(Ersöz, et al., 2006, pp. 89-90)

Appendix 2

List of Linguistic Competence Levels and the Items Students Who Complete the 6th Grades Are Expected To Show

- a. Have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
- b. Have a sufficient vocabulary for the expression of basic communicative needs.
- c. Have a sufficient vocabulary for coping with simple survival needs.
- d. Control a narrow repertoire dealing with concrete everyday needs.
- e. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- f. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- g. Spell his/her address, nationality and other personal details.
- h. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- i. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
- j. Pronounce a very limited repertoire of learnt words and phrases where pronunciation can be understood with some effort by native speakers used to dealing with speakers of their language group.
- k. Expand learned phrases through simple recombination of their elements.
- l. Tell a story or describe something in a simple list of points.
- m. Link words or groups of words with very basic linear connectors like 'and', 'then', 'but'.
- n. Communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.

In order to achieve the above mentioned levels, the following structures are suggested:

BASIC SENTENCE PATTERNS, PHRASES

- Simple present tense to be: affirmative, negative, interrogative
- Wh- questions: What?, How? How many?, What color?, Where?, When?, How old?, How much?, Who?, Whose?
- Prepositions of place (in, on, under, next to, behind, in front of, etc.)
- Have got/ has got: affirmative, negative, interrogative
- Adjectives of state (hungry, thirsty, etc.)
- Can for ability: affirmative, negative, yes/no questions
- Simple Present Tense affirmative, negative, interrogative
- Like + N; Like + Gerund
- I want/he wants
- I + V + everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc., every summer, every Sunday, etc.
- action verbs
- He + Vs everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc.,
- frequency adverbs (always, usually, sometimes, seldom, never, once, twice, etc.)
- How often ...?
- present tense for factual info
- present tense + What is the weather like in?
- To be + adj.
- present tense for rules and general information
- Imperatives
- Modals:
- Can for requesting: affirmative, negative, interrogative
- Should for advice: affirmative, negative, interrogative
- can, could, would (for requests and possibility)
- can/can't, must/mustn't
- it opens/ closes
- Common connectors: And, but, then

- Possessive pronouns and adjectives
- Possessive 's
- Present Progressive Tense: affirmative, negative, interrogative
- present progressive for future
- Future: will, going to - affirmative, negative, interrogative
- Countable and uncountable nouns
- Measurements: kilometer, meter, kilograms, grams, liters, etc. How much does it weigh? How far ...?
- Plural nouns
- Predicate adjectives
- Prepositions of time on/at/ in
- adj. + noun combinations
- There is/ are
- Quantifiers: some, any, a lot of, a little, a few
- Numbers
- any + sisters/brothers
- nouns (occupations)
- adjectives (physical description)
- adjectives such as windy, foggy, snowy, sunny, etc.
- adverbs
- Conditionals (Zero and First types): If / when

(Ersöz, et al., 2006, pp. 129-132)

Appendix 3

List of Linguistic Competence Levels and the Items Students Who Complete the 7th Grades Are Expected To Show

- a. Use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.
- b. Produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.
- c. Have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
- d. Make and respond to invitations, suggestions, apologies, etc.
- e. Handle very short social exchanges, using everyday polite forms of greeting and address.
- f. Adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.
- g. Ask for attention.
- h. Initiate, maintain and close simple face-to-face conversation.
- i. Use simple techniques to start, maintain, or end a short conversation.
- j. Link groups of words with simple connectors like 'and', 'but' and 'because'.
- k. Use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
- l. Construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

In order to fulfill the above mentioned objectives, the following structures are suggested:

- prepositions of place and direction
- Revision of tenses studied before
- let's, shall, why don't we ...,

- Modals: affirmative, negative, interrogative, Wh- questions
- Imperatives
- Comparatives with “-er” and “more” + Superlatives with “-est” and “most”
- Simple Past: “To be”- affirmative, negative, interrogative, Wh- questions
- Time phrases: at 5 o’clock, yesterday, last year, ago, etc.
- Adjectives and adverbs
- Simple past: (common verbs) affirmatives, negatives, interrogative, Wh- questions
- There + was/were
- after, before, while
- When I was
- Could/ couldn’t (past ability)
- Used to/ would (past habits)

(Ersöz, et al., 2006, pp. 165-167)

Appendix 4

List of Linguistic Competence Levels and the Items Students Who Complete the 8th Grades Are Expected To Show

- i. Have a repertoire of basic language which enables them to deal with everyday situations with predictable content though they will generally have to compromise the message and search for words.
- j. Use some simple structures correctly, but still systematically makes basic mistakes —for example tends to mix up tenses and forget to mark agreement: nevertheless, it is usually clear what they are trying to say.
- k. Have pronunciation that is generally clear enough to be understood despite a noticeable foreign accent but conversational partners will need to ask for repetition from time to time.
- l. Write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.
- m. Copy short sentences on everyday subjects — e.g. directions how to get somewhere.
- n. Socialize simply but effectively using the simplest common expressions and following basic routines.
- o. Perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.
- p. Make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.

In order to fulfill the above mentioned objectives, the following structures are suggested:

- adjectives and adverbs (bad vs badly)
- Past progressive (+ s. past) When / while
- Past progressive (+ s. past) When / while, affirmatives, negatives, questions, Wh-questions

- Present perfect “Ever/ never/ before”, when + s. past, affirmatives, negatives, questions, Wh- questions
- Present perfect “Just/already/yet”, affirmatives, negatives, questions
- Present perfect “for / since”, How long, affirmatives, negatives, questions
- why, because, in order to
- too and enough + adjectives and adverbs
- adjectives and adverbs (with prefixes, suffixes) (boring-bored)
- If clause type 1 (revision)
- in case, so that
- Modals
- Imperatives
- would rather, had better, prefer
- Tenses studied before

As for contexts (situations and texts), the following can be used for the students who attend the 6th, 7th and 8th grades:

- informal inter-personal dialogues and conversations between people
- short recorded dialogs and passages
- short, simple reading texts
- visuals (pictures, drawings, plans, maps, grids, flags, cartoons, caricatures, photos, shadows, models, Charts, puppets, etc.)
- OHP and transparencies
- phrases and sentences
- student conversations
- teacher-talk
- anecdotes
- common everyday classroom language
- Short descriptive paragraphs
- games (TPR games, Spelling games, Categorization games, ball games, Miming games, board games, group games, dicto-games, etc.)
- stories (story telling / story reading)
- drama and dramatization
- songs, chants and rhymes

- poems, riddles, jokes, tongue twisters
- handcraft and art activities
- Word puzzles, word hunts, jumbled words, word bingo
- Recorded sounds (animals, nature, etc.)
- Drawing and coloring activities
- Connect the dots and maze activities
- Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, TV Guides, Classroom rules, Menus, Food price lists, Personal letters, postcards, e-mails, SMS, chat messages, Speech bubbles, brochures and leaflets, flyers, road signs and traffic signs, newspaper headlines, extracts from magazines, etc)
- Information gap activities, opinion gap activities
- videotapes, -cassettes, -discs;
- audiotapes, -cassettes, -discs;
- registration forms (hotel/ immigration office/ custom's office, etc)
- diaries, memos, labels, signs and notices, Questionnaires, etc.
- scales, shapes, measurement units, containers, etc.
- Birth certificates
- Interviews
- photo albums
- short TV programs, video extracts
- visualization activities, quotes or slogans (from NLP on setting outcomes), NLP stories, personality tests and their analyses
- vocabulary list / glossary
- mind mapping
- brainstorming
- indexes, content lists

(Ersöz, et al., 2006, pp. 200-202)

Appendix 5

Summary of the Language Which Is Tested in KET

Language purposes

- Carrying out certain transactions:
 - Making arrangements
 - Making purchases
 - Ordering food and drink
- Giving and obtaining factual information:
 - Personal
 - Non-personal (places, times, etc.)
- Establishing and maintaining social and professional contacts:
 - Meeting people
 - Extending and receiving invitations
 - Proposing/arranging a course of action
 - Exchanging information, views, feelings and wishes

Language functions

There are six broad categories of language functions (what people do by means of language):

- Imparting and seeking factual information
- Expressing and finding out attitudes
- Getting things done
- Socialising
- Structuring discourse
- Communication repair

A more detailed inventory of functions, notions and grammatical areas covered by KET is given below.

■ **Inventory of functions, notions and communicative tasks**

The realisations of these functions, notions and communicative tasks will be in the simplest possible ways.

- greeting people and responding to greetings (in person and on the phone)
- introducing oneself and other people
- asking for and giving personal details: (full) name, age,
- address, names of relatives and friends, etc.
- understanding and completing forms giving personal details
- describing education
- describing people (personal appearance, qualities)
- asking and answering questions about personal possessions
- asking for repetition and clarification
- re-stating what has been said
- checking on meaning and intention
- helping others to express their ideas
- interrupting a conversation
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking and telling people the time, day and/or date
- asking for and giving information about routines and habits
- understanding and giving information about everyday activities
- talking about what people are doing at the moment
- talking about past events and states in the past, recent
- activities and completed actions
- understanding and producing simple narratives
- reporting what people say
- talking about future situations
- talking about future plans or intentions
- making predictions
- identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
- buying things (costs and amounts)
- talking about food and ordering meals
- talking about the weather

- talking about one's health
- following and giving simple instructions
- understanding simple signs and notices
- asking the way and giving directions
- asking for and giving travel information
- asking for and giving simple information about places
- identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
- making comparisons and expressing degrees of difference
- expressing purpose, cause and result, and giving reasons
- making and granting/refusing simple requests
- making and responding to offers and suggestions
- expressing and responding to thanks
- giving and responding to invitations
- giving advice
- giving warnings and stating prohibitions
- asking/telling people to do something
- expressing obligation and lack of obligation
- asking and giving/refusing permission to do something
- making and responding to apologies and excuses
- expressing agreement and disagreement, and contradicting people
- paying compliments
- sympathising
- expressing preferences, likes and dislikes (especially about hobbies and leisure activities)
- talking about feelings
- expressing opinions and making choices
- expressing needs and wants
- expressing (in)ability in the present and in the past
- talking about (im)probability and (im)possibility
- expressing degrees of certainty and doubt

■ Inventory of grammatical areas

Verbs

- Regular and irregular forms

Modals

- can (ability; requests; permission)
- could (ability; polite requests)
- would (polite requests)
- will (future)
- shall (suggestion; offer)
- should (advice)
- may (possibility)
- have (got) to (obligation)
- must (obligation)
- mustn't (prohibition)
- need (necessity)
- needn't (lack of necessity)

Tenses

- Present simple: states, habits, systems and processes and with future meaning (and verbs not used in the continuous form)
- Present continuous: present actions and future meaning
- Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since
- Past simple: past events
- Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
- Future with going to
- Future with will and shall: offers, promises, predictions, etc.

Verb forms

- Affirmative, interrogative, negative
- Imperatives
- Infinitives (with and without to) after verbs and adjectives
- Gerunds (-ing form) after verbs and prepositions
- Gerunds as subjects and objects

- Passive forms: present and past simple
- Short questions (Can you?) and answers (No, he doesn't)

Clause types

- Main clause: Carlos is Spanish.
- Co-ordinate clause: Carlos is Spanish and his wife is English.
- Subordinate clause following sure, certain: I'm sure (that) she's a doctor.
- Subordinate clause following know, think, believe, hope:
- I hope you're well.
- Subordinate clause following say, tell: She says (that) she's his sister.
- Subordinate clause following if, when, where, because:
- I'll leave if you do that again.
- He'll come when you call.
- He'll follow where you go.
- I came because you asked MOE.

Interrogatives

- What, What (+ noun)
- Where; When
- Who; Whose; Which
- How; How much; How many; How often; How long; etc.
- Why (including the interrogative forms of all tenses and modals listed)

Nouns

- Singular and plural (regular and irregular forms)
- Countable and uncountable nouns with some and any
- Abstract nouns
- Compound nouns
- Noun phrases
- Genitive: 's & s'
- Double genitive: a friend of theirs

Pronouns

- Personal (subject, object, possessive)
- Impersonal: it, there
- Demonstrative: this, that, these, those

- Quantitative: one, something, everybody, etc.
- Indefinite: some, any, something, one, etc.
- Relative: who, which, that

Determiners

- a + countable nouns
- the + countable/uncountable nouns

Adjectives

- Colour, size, shape, quality, nationality
- Predicative and attributive
- Cardinal and ordinal numbers
- Possessive: my, your, his, her, etc.
- Demonstrative: this, that, these, those
- Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.
- Comparative and superlative forms (regular and irregular)
- Order of adjectives
- Participles as adjectives

Adverbs

- Regular and irregular forms
- Manner: quickly, carefully, etc.
- Frequency: often, never, twice a day, etc.
- Definite time: now, last week, etc.
- Indefinite time: already, just, yet, etc.
- Degree: very, too, rather, etc.
- Place: here, there, etc.
- Direction: left, right, etc.
- Sequence: first, next, etc.
- Pre-verbal, post-verbal and end-position adverbs
- Comparative and superlative forms (regular and irregular)

Prepositions

- Location: to, on, inside, next to, at (home), etc.
- Time: at, on, in, during, etc.
- Direction: to, into, out of, from, etc.

- Instrument: by, with
- Miscellaneous: like, about, etc.
- Prepositional phrases: at the end of, in front of, etc.
- Prepositions preceding nouns and adjectives: by car, for sale, on holiday, etc.

Connectives

- and, but, or
- when, where, because, if
- Note that students will meet forms other than those listed above in KET, on which they will not be directly tested.

■ **Topics for KET for Schools**

- Clothes
- Daily life
- Entertainment and media
- Food and drink
- Health, medicine and exercise
- Hobbies and leisure
- House and home
- Language
- People
- Personal feelings, opinions and experiences
- Personal identification
- Places and buildings
- School and study
- Services
- Shopping
- Social interaction and Sport
- The natural world
- Transport, Travel and holidays
- Weather

(KET for Schools Handbook for Teachers, 2008, pp. 7-9)

Appendix 6

Questionnaire

Sevgili öğrenciler,

Devlet okullarındaki 8. sınıflarda yabancı dil eğitimi üzerine bir araştırma sürdürmekteyim. Gerekli bilgiyi elde edebilmem için sizin fikirlerinize ve deneyimlerinize ihtiyacım var cevaplarınız devlet okullarında İngilizce öğretiminin değerlendirilmesi için büyük önem taşıyor. Lütfen yoğun programınızdan zaman ayırıp anketi cevaplandırır mısınız?

Bütün cevaplar kesinlikle saklı kalacak ve yalnızca araştırma amaçlı kullanılacaktır.

Şimdiden çok teşekkür ederim.

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İngilizce Öğretmenliği Yüksek Lisans Öğrencisi

1. Basit kelime gruplarını ve cümleleri ‘ve’, ‘ama’, ‘çünkü’ gibi basit bağlaçlarla bağlayabilirim.
Her zaman Bazen Hiçbir zaman
2. Çevremin sıradan özelliklerini, mesela insanları, yerleri, bir mesleği birbirine bağlantılı cümlelerle ifade edebilirim.
Her zaman Bazen Hiçbir zaman
3. Geçmiş olayları ve başımdan geçenleri çok kısa basit tanımlamalarla yazabilirim.
Her zaman Bazen Hiçbir zaman
4. Ailem, yaşam koşulum, eğitim geçmişim hakkında basit kelime grupları ya da cümleler yazabilirim.
Her zaman Bazen Hiçbir zaman
5. Kısa basit hayal ürünü biyografiler ya da insanlar hakkında basit şiirler yazabilirim.
Her zaman Bazen Hiçbir zaman
6. İhtiyaç duyduğum bir konuda kısa, basit notlar yazabilirim (evden çıkarken aileme not yazmak gibi).
Her zaman Bazen Hiçbir zaman
7. Özür ve teşekkür ifade eden çok basit kişisel mektuplar yazabilirim.
Her zaman Bazen Hiçbir zaman
8. Günlük konuşma dilinin sık geçtiği kısa parçaları anlayabilirim.

- Her zaman Bazen Hiçbir zaman
9. Uluslar arası ortak kullanılan kelimeleri (televizyon, radyo vb.) içeren ve en sık kullanılan kelimelerden oluşan kısa, basit parçaları anlayabilirim.
Her zaman Bazen Hiçbir zaman
10. Aşına olduğum konularda standart mektup ve faksları (sorgu, sipariş, onay mektupları gibi) anlayabilirim.
Her zaman Bazen Hiçbir zaman
11. Basit kişisel mektupları anlayabilirim.
Her zaman Bazen Hiçbir zaman
12. Reklam, ders programı, menü, zaman çizelgesi gibi basit günlük materyallerden bilgi edinebilirim.
Her zaman Bazen Hiçbir zaman
13. Belirli bir bilgiyi listelere yerleştirebilir ve ihtiyaç duyulan bilgiyi ayrıştırabilirim.(İş ilanlarından iş bulmak gibi).
Her zaman Bazen Hiçbir zaman
14. Cadde, restoran, iş yeri gibi halka açık yerlerdeki tarif, talimat ve acil uyarılar gibi günlük işaret ve ilanları anlayabilirim.
Her zaman Bazen Hiçbir zaman
15. Mektup, broşür ve kısa gazete makaleleri gibi basit yazılı materyallerde karşılaştığım özel bilgiyi ayrıştırabilirim.
Her zaman Bazen Hiçbir zaman
16. Basit dilde ifade edilirse güvenlik amaçlı düzenlemeleri anlayabilirim.
Her zaman Bazen Hiçbir zaman
17. Bilgisayarlar gibi günlük hayatta karşılaşılan aletlerdeki basit talimatları anlayabilirim.
Her zaman Bazen Hiçbir zaman
18. Doğru şekilde bazı basit yapıları kullanabilirim, ama hala sistematik olarak basit hatalar yapabilirim; örneğin zamanları karıştırabilirim ve onayladığımı belirtmeyi unutabilirim; ama yine de ne demeye çalıştığım genellikle açıktır.
Her zaman Bazen Hiçbir zaman
19. Somut günlük ihtiyaçlarımla başa çıkmama yetecek kadar kelime bilgisine sahibim.
Her zaman Bazen Hiçbir zaman

Tekrar çok teşekkür ederim...

Appendix 7

Examination



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Sevgili öğrenciler,
Devlet okullarındaki 8. sınıflarda yabancı dil eğitimi üzerine bir araştırma sürdürmekteyim. Bu teste vereceğiniz cevaplarınız devlet okullarında İngilizce öğretiminin değerlendirilmesi için büyük önem taşıyor. Lütfen yoğun programınızdan zaman ayırıp testi cevaplandırır mısınız?

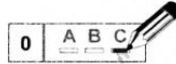
Bütün cevaplar kesinlikle saklı kalacak ve yalnızca araştırma amaçlı kullanılacaktır.
Şimdiden çok teşekkür ederim.

Öznur KUL SARICA
Pamukkale Üniversitesi
İngilizce Öğretmenliği Yüksek Lisans Öğrencisi

KET Paper 1 Reading and Writing Candidate Answer Sheet

(1-35 ARASI SORULAR İÇİN DOĞRU ŞIKKI İŞARETLEYİNİZ.)

For Parts 1, 2, 3, 4 and 5:
Mark ONE letter for each question.
For example, if you think C is the right answer to the question, mark your answer sheet like this:



Part 1	
1	A B C D E F G H
2	A B C D E F G H
3	A B C D E F G H
4	A B C D E F G H
5	A B C D E F G H

Part 2	
6	A B C
7	A B C
8	A B C
9	A B C
10	A B C

Part 3			
11	A B C	16	A B C D E F G H
12	A B C	17	A B C D E F G H
13	A B C	18	A B C D E F G H
14	A B C	19	A B C D E F G H
15	A B C	20	A B C D E F G H


Part 4	
21	A B C
22	A B C
23	A B C
24	A B C
25	A B C
26	A B C
27	A B C

Part 5	
28	A B C
29	A B C
30	A B C
31	A B C
32	A B C
33	A B C
34	A B C
35	A B C

Turn over for
Parts 6 - 9 →

(36-55 ARASI SORULAR İÇİN CEVAPLARINIZ İÇİN SORU NUMARASININ YANINDAKİ BOŞLUĞU KULLANINIZ.)

Write your answers in the spaces next to the numbers (36 to 55) like this:

0 example 

Part 6	Do not write here
36	1 36 0
37	1 37 0
38	1 38 0
39	1 39 0
40	1 40 0

Part 7	Do not write here
41	1 41 0
42	1 42 0
43	1 43 0
44	1 44 0
45	1 45 0
46	1 46 0
47	1 47 0
48	1 48 0
49	1 49 0
50	1 50 0

Part 8	Do not write here
51	1 51 0
52	1 52 0
53	1 53 0
54	1 54 0
55	1 55 0

Part 9 (Question 56): Write your answer below.

(E-MAILİNİZİ BURAYA YAZINIZ.)

Do not write below (Examiner use only)

0 1 2 3 4 5

Reading and Writing • Part 1

Questions 1 – 5

(İLANLAR VE ONLARI TANIMLAYAN CÜMLELER VERİLMİŞTİR.
LÜTFEN İLANLARLA ONLARI TANIMLAYAN CÜMLELERİ EŞLEŞTİRİNİZ.)

Example:

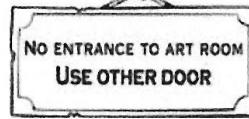
0 You cannot use your phone.

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

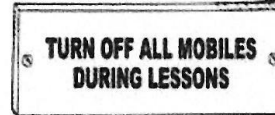
1 You should put things back in the right place.

A



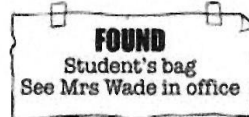
2 Go here if you have lost something.

B



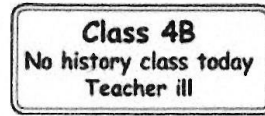
3 You must walk in this place.

C



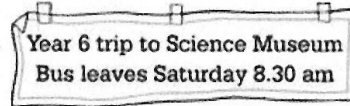
4 These students do not have a lesson.

D

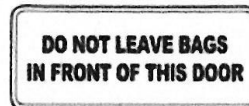


5 You cannot go in through here.

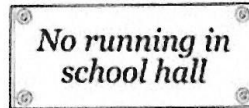
E



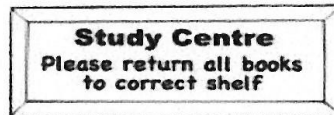
F



G



H



Reading and Writing • Part 2

Questions 6 – 10

(AŞAĞIDA BİR İNTERNET CAFE HAKKINDA CÜMLELER VERİLMİŞTİR. LÜTFEN BOŞLUKLARI EN İYİ TAMAMLAYAN ŞIKKI İŞARETLEYİNİZ.)

Example:

0 Last month an internet café near Ivan's house.

A opened B began C arrived

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 The internet café quickly became with Ivan and his friends.

A favourite B popular C excellent

7 It only Ivan five minutes to get to the café.

A takes B has C gets

8 Ivan often his friends there after school.

A waits B meets C goes

9 The café has different of computer games that they can play.

A things B ways C kinds

10 Ivan thinks there is a lot of information on the internet.

A certain B sure C useful

Reading and Writing • Part 3

Questions 11 – 15

(AŞAĞIDAKİ KARŞILIKLI KONUŞMALARI TAMAMLAYINIZ.)

Example:

0



Where do you
come from?



A New York

B School

C Home

Answer:

0

A B C

- 11 Why didn't you come to the pool yesterday?
- A I didn't see them there.
B It was a great time.
C I was doing something else.
- 12 I have to go home now.
- A Have you been before?
B It's still quite early.
C How long was it for?
- 13 Whose phone is that?
- A It's not there.
B Wasn't it?
C I'm not sure.
- 14 There weren't any more tickets for the match.
- A That's a pity.
B It isn't enough.
C I hope so.
- 15 Shall we play that new computer game?
- A It's all right.
B Yes, it is.
C If you'd like to.

Questions 16 – 20

(AŞAĞIDA İKİ ARKADAŞ ARASINDA GEÇEN BİR TELEFON KONUŞMASI VERİLMİŞTİR. HER BİR BOŞLUK İÇİN EN DOĞRU CÜMLEYİ SEÇİNİZ.)

Example:

Matt: Hi, Josh. It's Matt.

Josh: 0 C

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Matt: Oh, sorry. I'm phoning about the skateboarding competition this afternoon.

Josh: 16

Matt: Really? There was some information about it in our club magazine.

Josh: 17

Matt: Just from 2.30 till 5 pm. They give out the prizes at 6 pm.

Josh: 18

Matt: The prizes are better this time. The top prize is a skateboard.

Josh: 19

Matt: You're much better than you were last year!

Josh: 20

Matt: Great! See you then.

A I'd like a new one but I don't think I'm good enough to win.

B I didn't see it. Is the competition on all afternoon?

C Hi. You're calling early!

D Do the winners get CDs like last year?

E I wasn't very good then.

F I didn't know that was today.

G I haven't got one of those.

H Maybe, we'll see. Shall we meet in the park at 2.00?

Reading and Writing • Part 4

(GENÇ BİR YÜZÜCÜ HAKKINDAKİ PARÇAYI OKUYUNUZ VE YAN SAYFADA VERİLEN CÜMLELER DOĞRU İSE (A)RIGHT, (B)WRONG YA DA YETERLİ BİLGİYE PARÇADA YER VERİLMEMİŞ İSE (C)DOESN'T SAY SEÇENEKLERİNDEN UYGUN OLANI SEÇİNİZ.)

Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'



Example:

0 Ana's home is in Melbourne.

A Right B Wrong C Doesn't say

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 Ana hopes she will become an Olympic swimmer.

A Right B Wrong C Doesn't say

22 Ana knows that she is better at short races than long ones.

A Right B Wrong C Doesn't say

23 Ana has won a lot of swimming competitions.

A Right B Wrong C Doesn't say

24 It is difficult for Ana to make friends with other people who swim.

A Right B Wrong C Doesn't say

25 Ana likes doing the same things as other teenagers.

A Right B Wrong C Doesn't say

26 Ana has met people from different countries at swimming competitions.

A Right B Wrong C Doesn't say

27 Ana prefers speaking to journalists to being on television.

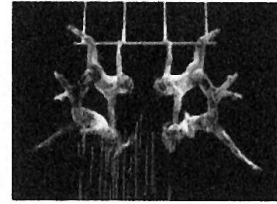
A Right B Wrong C Doesn't say

Reading and Writing • Part 5

Questions 28 – 35

**(BİR SİRK HAKKINDAKİ PARÇAYI OKUYUNUZ.
HER BİR BOŞLUK İÇİN YAN SAYFADAN UYGUN ŞIKKI İŞARETLEYİNİZ.)**

A famous circus



The circus, Cirque du Soleil, began **(0)** Montreal, Canada.

It was started **(28)** the Canadian Guy Laliberté in 1984.

When he left college, Laliberté travelled around Europe and earned

money **(29)** music in the streets. Not long after he returned home, he started Cirque

with **(30)** friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now

does shows **(31)** over the world and the number of people working for it has grown

from 73 to **(32)** than 3,500.

The Cirque does not have any animals, but **(33)** is music and dance and each show

tells a story. **(34)** show, which is called Varian, is about a man who could fly. The

show starts with him falling from the sky and tells the story of how he **(35)** to learn to fly again.

Example:

0 **A** in **B** at **C** to

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28 **A** from **B** by **C** of

29 **A** played **B** plays **C** playing

30 **A** their **B** his **C** its

31 **A** some **B** all **C** enough

32 **A** more **B** much **C** most

33 **A** this **B** it **C** there

34 **A** One **B** Each **C** Both

35 **A** need **B** must **C** has

Reading and Writing • Part 6

Questions 36 – 40

(İNSANLARIN HOBİLERİYLE İLGİLİ KELİMELERİ TANIMLAYAN CÜMLELER VERİLMİŞTİR. HER BİR TANIMIN HANGİ KELİMEYİ TARİF ETTİĞİNİ BULUNUZ. KELİMELERİN İLK HARFİ VERİLMİŞTİR VE KALAN HARF SAYISI KADAR BOŞLUK BIRAKILMIŞTIR.)

Example:

0 If you like reading about music and fashion, you may buy this. m _ _ _ _ _

Answer: 0

36 People who like watching football often go to this place. s _ _ _ _ _

37 If you enjoy taking photographs, you will need this. c _ _ _ _ _

38 People who like swimming in the sea often go here. b _ _ _ _

39 You may play this instrument if you like music. g _ _ _ _ _

40 If you enjoy camping, you will need to take this with you. t _ _ _

Reading and Writing • Part 7

Questions 41 – 50

(MEKSİKA'DAN BİR KIZ İNTERNETTE BİR MESAJ BIRAKMIŞ.
LÜTFEN HER BİR BOŞLUĞU YALNIZCA BİR KELİMEYLE DOLDURUNUZ.)

Example:

0

is

My name (0) Elisa Valdez. I'm twelve and I live in Mexico City. I (41) two brothers, Emilio and Miguel. Both of (42) are a few years older (43) me. My sister, Maria, is (44) youngest in my family and it was her tenth birthday (45) week.

I love spending time (46) my friends. We often (47) shopping or play volleyball together. I really enjoy dancing too. I joined a dance school five years (48) and I go there twice (49) week to practise. I've learned a (50) of interesting things about my country's music and dancing.

Reading and Writing • Part 8

Questions 51 – 55

(AŞAĞIDA BİR DAVETİYE BİR DE E-MAIL VERİLMİŞTİR. DAVETİYEYE VE KENDİSİNE GÖNDERİLEN E-MAIL'A GÖRE LUISA NOT DEFTERİNE KISA NOTLAR ALIYOR. LÜTFEN LUISA'NIN NOTLARINI TAMAMLAYINIZ)

Come to an ice-skating party
on Saturday
at
Park Ice Rink
Starts at 1.30 p.m.
You won't need any money
but bring a warm sweater.
Let me know if you can come
by Thursday.
Sara

From: Carla
To: Louisa
Shall we go to Sara's ice-skating party together? My dad will take us in the car but we'll need to come back by bus. We'll drive to yours and get you at 12.30. Ring me this afternoon on my mobile (07816 212185) or after 6 p.m. at home (366387) to let me know.

Louisa's Notes Ice-skating party

Partiyi veren kişi:

Sara

Günü:

51

Saati:

52

p.m.

Yanına alman gereken:

53

Vasıta:

54

Carla'ya akşam ulaşabileceğin telefon numarası:

55

Reading and Writing • Part 9**Question 56**

Read the email from your English friend, Alex.

From:	Alex
To:	

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

**(İNGİLİZ ARKADAŞINIZ ALEX SİZE BİR E-MAIL GÖNDERMİŞ.
E-MAILINDA SİZE 3 TANE SORU SORMUŞ.
LÜTFEN SORULARININ CEVABINI İÇEREN 25-35 KELİMELİK BİR E-MAIL YAZINIZ.
CEVABINIZ İÇİN CEVAP KAĞIDINDAKİ 9. BÖLÜM İÇİN AYRILMIŞ ALANI KULLANINIZ.)**

Do not write your answer here.

**You must write your answer for Part 9
on your Answer Sheet.**

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